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ABSTRACT

Mt. San Antonio Community College District's Consumer/Home Economics In-Service/Curriculum Development Project was designed to provide activities to meet staff development and program improvement needs. The choice of activities was based on evaluation data from previous home economics projects, and priorities identified by the Consumer/Home Economics State Advisory Committee. These activities included: (1) a statewide conference, "Kaleidoscopic Views," attended by professionals from community and four-year colleges and the public and private sectors, was held which recognized innovative programs and provided subject area sessions; (2) three issues of a newsletter entitled "Compendium" were produced and distributed statewide; (3) a program plan revision was conducted, including a review of minimum qualification guidelines for home economics and related subject instructors and an evaluation of interdisciplinary course and program content; (4) two training workshops were held on InfoNet, a statewide communication network, and data were collected on InfoNet usage as part of an effort to determine obstacles to increased enrollments; and (5) four meetings of the Home Economics Professional Development Committee (HEPDC) were convened to provide formative evaluation and recommend modifications and revisions of ongoing activities. Appendixes include lists of HEPDC members and conference participants; a conference evaluation summary; descriptions of 10 innovative programs; an InfoNet flyer; program plan revision materials; a conference program; and summaries of conference presentations, including subject area sessions. (JSP)

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CONSUMER & HOME ECONOMICS IN-SERVICE/CURRICULUM DEVELOPMENT

Project Number 90-0412
June 17, 1991 – May 30, 1992

A report of inservice activities conducted for California Community College Home Economics & Related Professionals

Funded by a VEA grant awarded to
MT. SAN ANTONIO COLLEGE by the
CHANCELLOR'S OFFICE,
CALIFORNIA COMMUNITY COLLEGES

MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT

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CONSUMER & HOME ECONOMICS IN-SERVICE/CURRICULUM DEVELOPMENT

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Sponsored By:
MT. SAN ANTONIO COLLEGE
in cooperation with the
CHANCELLOR'S OFFICE,
CALIFORNIA COMMUNITY COLLEGES

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"The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."

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EXECUTIVE SUMMARY

The Consumer/Home Economics In-Service/Curriculum Development Project provided a variety of activities designed to meet priority staff development and program improvement needs. Activities were based on evaluation data from previous home economics projects and priorities identified by the Consumer/Home Economics State Advisory Committee. The Home Economics Professional Development Committee guided the implementation of the project and evaluated results.

KALEIDOSCOPIC VIEWS, the theme for the October CCC CHE/ECE (Early Childhood Educators) conference became identified with all project activities. The theme and graphics developed to give visual impact, represented the changing patterns of community college students, communities and the work force. The statewide conference was attended by 150 professionals from community and four-year colleges and the public and private sectors. The schedule provided opportunities for large and small group sessions, workshops, tours and time for networking. Scheduled early in the project year, the conference became the springboard for other activities: subject area sessions collected input for Program Plan revision, two InfoNet and one MiniGrant writing workshop supported those specific components of the project. Conferees also had the opportunity to verify their Directory listing which was utilized as the data base for statewide mailings.

Innovative Program Recognition was integrated into the conference schedule to give greater exposure to these successes and encourage replication by other colleges. Entry categories tied to the overall focus for this and related projects. Six programs were selected for recognition. An additional four were given honorable mention.

Conference evaluations were positive. Combining the CHE/ECE statewide meetings on alternate years was endorsed.

The project was designed to coordinate closely with the Home Economics and Consumer Education Center project since both shared companion activities. Delay in Center funding led to a revision in the In-Service/Curriculum Development Project to provide critical assistance to the COCCC and to local colleges in the MiniGrant process. As a result, four regional workshops were co-sponsored with gender equity/single parent and technical assistance was provided to both the COCCC monitor and local colleges. Procedures were reviewed and revised to become more compatible with local instructor grant writing

expertise and to more realistically address small grants of $5,000 to $20,000.

Program Plan Revision was delayed until the Center was funded to coordinate Task Force work sessions. The thrust for this project was review for minimum qualification guidelines for home economics and related subject instructors; for the Center, it was review to expand and update interdisciplinary course and program content. Forty-three Task Force members representing community colleges, four-year colleges and secondary education, public agencies and business/industry carefully reviewed the total program plan and made recommendations for change. Six work groups represented five program areas: Fashion, Interiors, Life Management, Lifespan and Nutrition and Food and generic sections of the plan: mission, articulation and InfoNet. Program Plan revision supports instructional improvement through addressing current and future trends and issues related to life management and parenting and home economics related occupations.

Three issues of COMPENDIUM were produced and distributed statewide to 1700 to 2000 individuals depending on the communication focus. Coverage included 107 colleges/71 districts and related organizations and agencies. Content supported project objectives and activities and was an effective communication vehicle. One additional issue of COMPENDIUM will be produced and distributed as a follow-up activity by September 15, 1991. That issue will support college implementation of the revised Program Plan.

InfoNet operation was supported to further expand the flexibility of statewide communication. Two training workshops were held in conjunction with the conference, two additional workshops were promoted and cancelled because of low enrollments. Major effort was directed toward collecting hard data on usage and obstacles to increased enrollments. Modesto Junior College oversaw the InfoNet operation. As a follow-up activity, the project will support InfoNet at a reduced level over the summer.

The HEPDC was convened four times. Members became active partners in project implementation. The committee provided formative evaluation and recommended modifications and revisions when indicators called for such adjustment. Members reviewed and acted on all evaluation data collected from participants in activities. Their summative assessment of the project was that it achieved more than what was anticipated and was responsive to the immediate priorities and future needs of home economics professionals.

OBJECTIVES

As ammended and approved by the COCCC November 13, 1991.

1. Utilize the 12-member HEPDC (Home Economics Professional Development Committee) to recommend project strategy, identify inservice/curriculum development priorities and evaluate activity and project effectiveness.

2. Provide a variety of inservice/staff development activities to encourage improvement of professional competence, including:

   - A statewide combined CCC CHE/ECE fall conference for 150 home economics, early childhood and related subject area and vocational education community college professionals.

   - Identify, showcase and recognize innovative practices in Consumer/Home Economics and Occupational Home Economics programs and activities.

   - Present strategies on promoting gender balance and serving the needs of special student and community populations (economically and educationally disadvantaged, limited English speaking, culturally diverse and single parent).

   - Three issues of COMPENDIUM, the statewide community college home economics newsletter, distributed to 107 community colleges/71 districts and related agency key professionals.

   - Technical assistance and training for local college CHE professionals in Mini-Grant writing and implementation and linkage with the COCCC.

3. Expand utilization of the CHE InfoNet Telecommunications Network by 20% through training new community college home economics users, reinforcing previous training, developing user confidence and providing operational support.

4. Encourage program and curriculum improvement through reassessing and revising the Community College Program Plan and Directory. Coordinate publication and distribution of Program Plan and Directory revisions with companion publication in the Center project. Distribute Fall of 1992 through the Center project to 107 community colleges/71 districts.

OBJECTIVES
OUTCOMES
MEASUREMENT

Objective: Utilize the 12-member HEPDC to recommend project strategy, advise on inservice/curriculum development priorities and evaluate activity and project effectiveness.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
Replace three retiring committee members to serve a four-year term and two to serve a one-year term. Provide for geographic, program offering, subject/professional, college size and setting and gender, ethnic and cultural representation.	Three new members were appointed to fill vacancies: Betty Clamp, Ohlone College, Nutrition and Food; Nina Dilbeck, CSU Fresno representing four-year colleges; and Vincent Wong, Diablo Valley College, Fashion. Richard Chard, Orange Coast College, and Paula Rene, Mt. San Antonio College, both agreed to serve another one-year term to represent vocational deans and part-time hourly instruction. See Appendix A for Advisory Committee Roster.
A database of evaluation data from previous inservice and related projects/activities and recommend priorities from the 1990-91 HEPDC, CCCECE Board and Statewide Home Economics Advisory Committee for HEPDC review.	Committee members were provided with evaluation data from the 1989 CCC CHE/ECE Statewide Conference and the 1991 Leadership 2000 Retreat. Prior to funding, the project director, Marjorie Chitwood, and subcontractor Shirley McGillicuddy met with CCCECE past president, Barbara Macci. CCCECE conference priorities were addressed. An ECE conference liaison, Kathleen Burson, De Anza College, was identified.

	It was recommended that the Program Plan revision component be postponed until the Center for Consumer Education and Home Economics project was funded. Priority attention was directed toward the October CHE/ECE Statewide Conference. The ECE conference liaison attended.
Two meetings (minimum) of the HEPDC to: • Review existing data and reports • Advise on project strategy and progress • Recommend focus, schedule and locations for inservice/curriculum development activities.	Four meetings of the HEPDC were held: **August** – Final planning for project, fall CCCCHE/ECE conference, Program Plan reassessment/revision and strategies for InfoNet expansion. **October** – two meetings during the statewide conference; committee members took an active part in implementing the conference and in advising on project modification in response to requests from the COCCC, the project monitor and local college priorities and needs, especially in response to CHE MiniGrants; project progress and conference evaluation, review of field input to Program Plan revisions. **April** – in conjunction with the Program Plan Revision Task Force to evaluate project effectiveness and recommend considerations to be addressed in priority Home Economics Special Projects.
Maintain continual contact with HEPDC through InfoNet to gain their input and recommendations and to provide formative and summative evaluation for the project.	Close and continuous contact was maintained with HEPDC members. A minority of members had access to InfoNet at project start-up. Additional members came online as the year progressed and utilized InfoNet as a communications vehicle.

Involve HEPDC members in specific responsibilities related to inservice/ curriculum development activity implementation to ensure relevance to and ownership by local college professionals.

HEPDC and Consumer/Home Economics State Advisory Committee members became active partners in implementing all project activities including the October conference and tours and Program Plan Revision Task Force.

MEASUREMENT

HEPDC effectiveness was assessed through the level of participation, quality of project activities and responsiveness to needs for action/decisioning. The Committee members developed full ownership for the project and became active leaders in project implementation and evaluation. They carefully reviewed and considered project modifications, examining alternatives for their value and impact on the local colleges. It was their recommendation, when Center funding was delayed that the Inservice/ Curriculum Development project be ammended to support the MiniGrant process. This was considered to be of utmost importance becuase of the low level of acceptability/high anxiety level during the initial submission of MiniGrants.

COMPARISON

The Actual and Anticipated Outcomes compare favorably. Home Economics Special Projects have come to rely on the consistent superlative performance of the volunteer HEPDC. Without their wholehearted support, the mutifaceted and ambitious project could not have been completed on schedule.

Objective: Provide a variety of inservice/staff development activities to improve professional competence.

ANTICIPATED OUTCOMES

A variety of activities:

- Focused on priority issues and trends which impact home economics and subject matter specializations.

ACTUAL OUTCOMES

Activities addressed current and future priority issues and trends of concern to community college home economics and related subject areas. A continuum of emphasis was provided to build on past staff development activities, e.g. Kathleen

- Capitalizing on momentum gained through past inservice and related projects, e.g. PARTNERSHIPS: TEAMING UP TO SUCCEED, 1988-89; Program Plan Revision and CHE Showcase projects 1989-90; LEADERSHIP 2000, 1990-91 .

Osta did two follow-up workshops building on the Leadership 2000 Retreat.

Activities were flexible to respond to changing local college needs, e.g. MiniGrant writing workshops.

COMBINED CCCHE/ECE CONFERENCE

A statewide fall conference for 150 Home Economics and Early Childhood Educators, instructors/coordinators involved with:

- Economically Depressed Area outreach, parenting, life management and /or consumer education.
- Each of the four home economics program areas of: fashion, interiors, lifespan and nutrition and foods.

A Statewide conference focused on KALEIDOSCOPIC VIEWS was held October 16–19, 1992 at the Crown Sterling Suites, San Francisco Airport, Burlingame. Approximately 150 Home Economics and Early Childhood Educators and related professionals attended and represented all five program areas. See Participant List, Appendix B. A conference program is enclosed with this report. Keynote/general session speakers addressed changing trends/issues affecting all areas of C/HE: consumers, families, vocational education.

Address current issues, trends, changes in the work force related to home economics and vocational education.

Three sessions of workshops were conducted in the five program areas of Fashion, Interiors, Life Management, Lifespan and Nutrition/Food. Each session addressed different priorities, one concentrated on changes in the work force and was co-facilitated by business/industry members of the C/HE State Advisory Committee. Tours spotlighted trends and industry changes in Fashion, Interiors, Lifespan and Nutrition and Food.

Provide specific strategies and techniques for promoting gender balance and for

The overall conference theme, Kaleidoscopic Views, was selected to showcase the

serving at-risk student populations, e.g. economically and educationally disadvantaged, culturally diverse, limited English speaking, disabled, single parent, through community college home economics courses/programs and outreach activities.	changing diversity in community college student and community populations. Kaleidoscopic workshops and general sessions addressed instructional strategies for special populations: nontraditional, immigrants, limited English proficient and cultural pluralism. Early Childhood Education workshops addressed priority issues for those professionals and were heavily oriented toward diversity.
A promotional campaign to stimulate participation by CCCHE/ECE and related professionals in inservice activities. Target promotional mailings and follow-up contacts toward 107 colleges/71 districts and related agencies/organizations.	The August COMPENDIUM was a special conference issue and included general session keynote speakers' biographical information, the schedule of events and other details and a conference registration form. 2,000 copies were produced and distributed to: 107 colleges/71 districts presidents, vocational and instructional deans, staff development officers, academic senate presidents and bulk quantities to the designated home economics contact for distribution to instructional staff. 200 copies were provided to CCCECE. Key individuals and agencies were also mailed copies. InfoNet Bulletin Board announcements featured the conference.
Eva'uate general session and subject specific workshops and tours.	Comprehensive evaluation of conference effectiveness including participant quantitative and qualitative evaluations, enrichment interviews conducted by HEPDC and CCCECE Board members and discussion/recommendations by the HEPDC were completed. Presenters and/or a designated session facilitator completed an Abstract which included effectiveness

assessment. Evaluation forms and summaries are shown as Appendix C.

SHOWCASE OF INNOVATIVE PROGRAMS/ACTIVITIES

107 colleges/71 districts invited to submit innovations in instructional and outreach programs, activities, courses.

Five programs/projects selected through juried review for recognition during the statewide conference.

Stimulate replication and provide an ongoing resource for achieving excellence in home economics and related subject area programs through:

- Publication summarizing all programs/ activities submitted
- Showcasing at the statewide conference
- Featuring in COMPENDIUM.

Descriptive information and an application for Innovations in Community College Home Economics Programs were publicized in August COMPENDIUM. Application, promotional flyer and cover letter are shown as Appendix J. Categories for recognition were linked with project priorities:

- Recruitment/enrollment of new populations, on campus or through outreach.
- Implementation of the Program Plan with particular emphasis on interdisciplinary approaches.
- Support programs/services linkages, e.g. gender equity, counseling, community services.

Ten applications were submitted.
A five-member Award Selection Committee reviewed and rated all applications. Six were selected for recognition, four were given honorable mentions. Recipients were recognized at an Awards Reception and Banquet during the conference. Replication was encouraged through:

- Poster displays at the conference reception
- A summary describing all innovative programs/activities included in the

Conference Packet (shown as Appendix D)

- A feature article in COMPENDIUM.

COMPENDIUM

Three (3) issues of COMPENDIUM – fall, winter and spring – distributed to 107 colleges/71 districts to the following professionals: all full-time home economics and related instructors based on listings in the Community College Home Economics Directory, deans of vocational education and instruction, academic senate presidents and staff development officers; and members of related projects, committees, agencies and organizations. Design content to:

- promote inservice/staff development activities,
- explore societal issues and trends,
- update subject area knowledge and opportunities,
- communicate current topical concerns and publicize related information of importance to community college home economics and vocational education.

Three issues of COMPENDIUM were published: August, December/January and May and distributed to almost 2,000 professionals statewide. Copies of COMPENDIUM are attached to the back of this report.

COMPENDIUM was distributed to 107 colleges/71 districts to: presidents, instructional and vocational deans, home economics designated contacts in sufficient quantity to cover instructors, Academic Senate presidents and staff development officers. Mailings included the C/HE State Advisory Committee, four-year colleges/ universities, the California Department of Education and related agencies and organizations. 200 copies were provided to CCC ECE for distribution to their membership to promote the fall conference.

All issues included COCCC news, State Advisory Committee priorities and InfoNet use information. Priority focus for each issue was determined by project staff in cooperation with the COCCC and the HEPDC. Specific focus was:

August – Pre-conference details and Innovation Recognition Promotion/ Application and conference Registration Form enclosed.

Evaluate COMPENDIUM effectiveness in conjunction with the statewide conference and other activities.

December/January – Conference highlights and innovation recognition award winning programs.

May – RFA/RFP projects and dates, Fashion Symposium, Program Plan Revision

The HEPDC evaluated the format, content and focus of Compendium and recommended its continuance based on the impact with local college presidents and administrators and the effectiveness as a communications vehicle with Home Economics and related audiences.

MINI-GRANT TRAINING TECHNICAL ASSISTANCE

Determine with the COCCC project monitor statewide and local assessment of assistance required for mini-grant implementation, revision and training.

Determine rates of success for funding approval. Provide individualized technical assistance and training:

- MiniGrant workshops
- Guidelines to facilitate the development of mini-grants.
- Respond to individual requests for assistance from the COCCC and local colleges attainable within the availability of resources.

Grant Writing was offered as a post-conference workshop in October. 60 individuals attended. Four regional workshops were conducted in cooperation with Gender Equity/Single Parent to assist with re-negotiation and re-submission of MiniGrants at four regional locations: Orange County, San Fernando Valley, Sacramento and Central Valley. Project staff assisted the COCCC at two locations. Advance CHE registrations at two of the locations did not require the presence of two people. The project monitor handled the other two. The project paid for half of the workshop expense for all four locations. Project staff advised on proposal procedure revisions. Individual assistance was provided in response to local college requests.

MEASUREMENT

The HEPDC, Project Director and Monitor worked throughout the duration of the project to provide formative evaluation recommending modifications and changes where appropriate and providing guidance to project staff on implementation. All evaluation data was provided to project principals to support careful decisions. As individual activities or phases of activities were completed, summative evaluation was performed by the evaluation team. Progress and evaluation data were also provided to the C/HE State Advisory Committee which had vested interest in the project results since the RFA had stemmed from their recommendations for project priorities made to the COCCC. Since the varied activities required specific evaluation approaches, these are briefly summarized below and, in some instances, shown in detail in the Appendixes.

Statewide Conference: The number of actual participants equaled the projection. The mix of professionals from all home economics areas of specialization was representative of the state as a whole. New participants were involved which supported the objective to reach different audiences with priority issues and concerns. Conference effectiveness assessment was approached in a variety of ways to gain a comprehensive indication of results. Participants completed a written quantitative and qualitative evaluation form; enrichment random interviews were conducted by the HEPDC, CCCECE Board to capture spontaneous reaction as the conference progressed; presenters/facilitators completed an Abstract and Report form of sessions for which they had responsibility. Overall, evaluations were extremely positive and rated the conference as meeting objectives of participants and serving as a valuable resource.

Innovative Program Recognition: Participation level was a measure of effectiveness. Although only 10 applications representing eight colleges were received which was a disappointing level of participation, in view of the very short lead time, this was impressive. The quality of all 10 projects/courses/activites was of a high level and the interest among conferees excellent. The simple but effective displays featured during the reception added increased insight into replication by other schools. The diversity represented demonstrated the variety and creativity introduced into CHE programs by local colleges.

Gender Balance, Special Populations and Economically Depressed Area Outreach: The overall theme for the project, KALEIDOSCOPIC VIEWS, was recommended by the HEPDC and the CCCECE as a vehicle for showcasing new directions, strategies and techniques for

reaching the changing student and community population. Workshops and general sessions focused on these individuals/groups. Sessions were assessed through all aspects of the conference evaluation. Compendium, MiniGrant workshops and other related activities gave added emphasis to these populations.

Compendium: Three issues were produced during the project. A fourth issue will be produced in August as a follow-up acitivity to support local college understanding and implementation of the Program Plan and Directory. The value was assessed through feedback from local college professionals and the HEPDC and C/HE State Advisory Committee. Ongoing effort was made to determine the effectiveness of the distribution system. This was achieved through the obvious recording of copies returned for address corrections and verbal requests.

MiniGrant Technical Assistance/Workshops: The participation of 60 professionals in the post-conference workshop was an impressive indicator of the need for such assistance. The four regional workshops had a smaller proportion of CHE participants than Gender Equity/Single Parent; however, this is understandable because of the very large number attending the October workshop. The improved quality of resubmitted MiniGrants evidenced by the number which were approved for funding – 28 – is the most positive indicator of the value of the technical assistance and workshops.

COMPARISON

Anticipated and Actual Outcomes compare favorably. In many instances Actual Outcomes surpassed expectations. For example, short lead time for conference registrants and innovations applicants, coupled with lack of financial support for participation partially caused by the new approach to awarding CHE funds which had been historically relied on for conference attendance did not adversely affect participation. This is not only impressive, but a strong endorsement for the professionalism and commitment of community college home economics and related instructors. Project responsiveness to meet changing priorities and adjust schedules and activities is another indicator of adaptability and flexibility.

Objective: Expand CHE InfoNet Telecommunications System utilization by 20 percent.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
Coordinate InfoNet operation and staffing with Modesto Junior College and the responsible administrative secretary.	InfoNet past history, problems and opportunities were discussed with Modesto Junior College liaison Sandy Bucknell and administrative secretary Kerri Visser. Data available on those logged on and utilizing InfoNet was reviewed.
Develop assessment/profile of current utilization level and users, obstacles to expanded participation and training needs for new and current users.	
Promote the benefits of the system, its "user friendly" characteristics and cost-effectiveness and efficiency through COMPENDIUM.	
Conduct two training workshops for new users.	Two workshops were offered during the October Conference for 30 participants. Follow-up assistance was provided. Utilization expanded as a result, but not to the level hoped, primarily because past users are dropped when periods of inactivity are experienced.
	Two additional workshops were publicized and promoted, one in conjunction with the Program Plan Revision Task Force and one in response to a specific request. Promotional flyers were produced and mailed regionally (shown as Appendix E.) Both workshops were cancelled because of low enrollments. Assistance/information was provided to individuals for presentations to related organizations/ groups. InfoNet individual consultation was

	available during the Program Plan Revision Task Force retreat in April and on an ongoing basis. Training was provided to individuals on request.
Utilize InfoNet as the exclusive form of communicating a specific priority item, e.g. directory update to promote expanded participation.	Online users were not sufficient enough to support testing the exclusive use of InfoNet as a communications vehicle. The "mentoring" concept was promoted at workshops and through COMPENDIUM.
Encourage local home economists to find a "mentor" at their college who is currently a frequent user.	
Evaluate the effectiveness and long range impact of InfoNet and strategies for future direction.	InfoNet usage was monitored by user, frequency of use and individuals trained and enrolled.

MEASUREMENT

InfoNet assessment was completed by project staff, the Modesto Junior College liaison and administrative secretary, workshop participants, users and the HEPDC. A concerted effort was made to collect hard data for intensive scrutiny to determine obstacles to effective use as well as reasons for success for repeat users. Unavailability of hardware at accessible locations on college campuses would appear to be the major deterrent. Those recently trained often did come on-line; past users dropped in and out of the system, the latter because of inactivity. The conclusion for 91-92 experience is that the system may be most appropriate for a statewide leaders' communication vehicle, e.g. HEPDC and State Advisory Committee and not appropriate at the current time for general use. Lack of participation in regional workshops tends to support this premise.

COMPARISON

Although the results achieved did not reach those anticipated, more definitive data was collected over the course of the year which will assist with future recommendations and implementation strategies. It further delineated problems with the system which are a deterrent to its effective and widespread use.

Objective: Encourage program and curriculum improvement through reassessment and revision of the Community College Home Economics Program Plan and Directory and distribution to 107 community colleges/71 districts.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
An 18-member representative Task Force convened to review and revise the Program Plan, including nine HEPDC members; a minimum of one each from the Consumer/ Home Economics State Advisory Committee, the Articulation Liaison Committee, the CCCECE Board and InfoNet. Task Force members include representative from each section of the Plan who served on the previous Task Force to provide for continuity, and new members to provide freshness of approach.	Task Force members included: Nine from HEPDC, seven from C/HE State Advisory Committee, one each from Articulation/ Liaison, CCCECE Board and InfoNet. Six groups were formed: Mission, InfoNet, Articulation; five program areas – Fashion, Interiors, Life Management, Lifespan and Nutrition and Food. Each group was led by a trained Facilitator experienced with Program Plan revision and included five members who were previous participants and new to the process. A total of 43 participants and 3 staff attended.
Coordinate Program Plan revision and Task Force activity with parallel objective in the Center for Home Economics and Consumer Education project designed to focus revision on interdisciplinary courses.	The revision priorities for each project were coordinated: Consumer/Home Economics InService Curriculum Development – Minimum Qualifications guidelines for home economics and related instructors.
Review and draft revisions to the plan during a one-day retreat with particular emphasis on equivalencies for minimum qualifications in response to AB 1725 and the Academic Senate recommendations.	Consumer Education Home Economics Center – Interdisciplinary implications for home economics programs/courses/ instruction.

Revise, edit and publish the Community College Home Economics Program Plan and Directory and distribute to 107 colleges/71 districts, four-year college/university home economics departments, the State Department of Education Home Economics Unit and related projects, committees and agencies.	Facilitators were trained/oriented to the process the afternoon prior to the Task Force meeting. (Training outline is shown as Appendix F.) Task Force members were convened Thursday, April 23 and Friday, April 24. Packets/resource materials were prepared. The schedule for the Task Force meeting is shown as Appendix G. Project staff, John Johnson and Kerri Visser, inputted revisions as they were developed and provided each work group with hard copy for review. Draft copy was edited following the meeting for consistency/ clarity by Project Director Marjorie Chitwood, corrected and distributed to participants and professionals willing to review the draft with a reply deadline of June 24 to the group Facilitator and June 30 to the Center. 700 copies of the revised program plan will be produced and distributed through the Center Project by September 15.
Provide an open forum for local college home economics and related subject area instructors/coordinators to input to Program Plan revisions.	Subject area sessions during the October conference focused on Minimum Qualifications for Home Economics and related instructors and Interdisciplinary course content/curriculum. These were recorded and provided to Task Force members and are shown as Appendix I.
Promote familiarity and utilization of the Program Plan through COMPENDIUM and other communications vehicles.	The May COMPENDIUM featured the Program Plan revision process and invited community college home economics and related professionals to submit comments/ suggestions to the appropriate Facilitator, the Project Director, Subcontractor or the Center.

Coordinate publication and distribution of Program Plan and Directory revisions with companion publications in the Center project. Distribute for Fall 1992 through the Center project.	The lastest revision of the Directory will be distributed with the Revised Program Plan through the Center Project by September 15.
Update Directory of full and part time Home Economics and related subject matter instructors through InfoNet and the COMPENDIUM.	Continual efforts were made to keep the Directory updated and current including: • Entry of changes collected at Granlibakken Retreat • A statewide mailing to 107 colleges enclosing their Directory page to correct • Review/revision by October conference participants • Reminders/requests to send revisions on InfoNet and in COMPENDIUM.

MEASUREMENT

Participation level in the Program Plan revision process and the quality of the outcomes are the most positive indicators of effectiveness. Due to delayed funding for the Center, the Task Force retreat was scheduled three times and twice concelled. When the Center was finally funded, timing was short and scheduling was difficult because of Easter break. There was no alternative but to proceed if any activity was to be completed by the May 30 end of project funding. The results from the the Task Force efforts was impressive. Revision recommendations were completed in the scheduled two-days. The draft review was mailed with sufficient lead time for thoughtful analysis and comments. The final measure of effectiveness will be the implementation level once the Program Plan is distributed statewide and the resulting indication of program improvement.

COMPARISON

Outcomes compare exceedingly favorably. The carefully planned process helped activities proceed within the available time period.

PROGRAM PLAN REVISION AS THE CURRICULUM DEVELOPMENT COMPONENT OF THE PROJECT

The proposed emphasis for the CHE Inservice/Curriculum Development project was on minimum qualification guidelines for instructional staff. However, a careful analysis and review of the Plan can't be accomplished in a narrow confine. All areas of Home Economics Programs, curriculum, instruction, course content, instructional resources, etc. were scrutinized as a part of the process. There was a logical progression of activity leading up to the revision. Most important was the coordinated collection of field input carefully orchestrated during the October 1991 conference, the use of the same facilitators for both meetings and the consideration given to all suggestions. What will result will impact the quality of what is ultimately provided to students and how that information will be delivered more effectively. Statewide impact will be achieved during 1992-93 when the Program Plan is reviewed and implemented locally. The impact will be further measured through the consistency of instructional content for students regardless of which college they may attend.

MAJOR ACTIVITIES

Prior To Funding:

- Focus and direction for project activities were recommended by the HEPDC, CCCECE Board during the spring of 1991 in conjunction with the LEADERSHIP 2000 Retreat.
- October 16 - 18, 1991; San Francisco area was scheduled for the statewide CCCCHE/ECE conference.
- Kathleen Burson, De Anza College, was appointed conference liaison by CCCECE.
- KALEIDOSCOPIC VIEWS was selected for the fall conference theme to serve as an appealing umbrella for diversity.
- A COMPENDIUM deadline of July 15 was set.
- A call went out for presentations for the October conference.
- The May issue of COMPENDIUM announced these and other general details.

These activities facilitated project implementation after notification of funding was received June 17, 1991.

After Funding:

- Project strategy was planned by the project Director, Monitor and Subcontractor. The COCCC requested that Mt. SAC write a proposal for the Consumer Education and Home Economics Center Project which specified activities related to those of the InService/Curriculum Development Project and required additional coordination in planning and implementing both projects. The COCCC decided to sole source the Center project because of time constraints with proposed end of funding May 30, 1992 for both projects.
- Invitations were issued to prospective HEPDC appointees consistent with the specifications of the project. Betty Clamp, Nutrition and Food, Ohlone College; Vincent Wong, Fashion, Diablo Valley College and Nina Dilbeck, four-year college/university, CSU Fresno all accepted the invitation.
- A letter of agreement was issued to Modesto Junior College to operate InfoNet.

Conference, Innovative Programs/Activities and COMPENDIUM:

- A blueprint for the conference schedule and estimate of in-house and commuting participants was developed to determine facilities requirements and limit contacts from hotels/convention centers unequipped to handle the conference.
- Site negotiation and selection for the fall conference was initiated. Information on all sites shopped was provided to project management.
- Specifications were developed for a conference logo and placed with a graphic artist. A logo was submitted for approval and produced.
- Banquet favor, recognition and general session speaker Kaleidoscopes were researched and priced. Samples were available for HEPDC approval.
- General session and workshops presenters were researched and contacts were made to determine availability, fees, etc. Since the focus of the conference was on the changing diversity of community college student populations, communities and the labor force, concentrated effort was directed toward projects and individuals with this expertise. The conference program enclosed with this report and the section addressing diversity outcomes under Objective 2 demonstrate the attention given special populations and efforts to achieve gender balance in CHE and ECE programs. Selections were made and invitations issued for general session presenters.
- Registration and special event fees were determined based on costs of meals, guest rooms, meeting rooms, AV and related costs.
- HEPDC members were appointed to coordinate tours and other conference activities, serve on the Awards Selection Committee and assume other responsibilities. The CCCECE liaison was contacted to determine that organization's needs and interests.
- A meeting for the HEPDC and CCCECE conference liaison and hotel tour was held at the Crown Sterling Suites, August 14, 1991. The conference schedule, registration form and innovations applications were reviewed and approved. CCCECE requested a Saturday half-day session targeted toward children's center staff. The request was approved. Policy was set for conference fees, late fees and cancellation policy. Conference and special event plans were finalized. Committee members volunteered for specific conference responsibilities. Project implementation plans were reviewed.
- A planning meeting was held with Crown Sterling Suites and Bobby McGee's sales representatives to select menus, meeting locations, initial audio visual requirements etc.
- 2000 copies of August COMPENDIUM, conference registration form and innovations application were produced and distributed to 107 colleges/71 districts to: presidents, vocational and instructional deans, staff development officers and academic senate presidents; quantities for distribution to instructors were sent to the designated home economics contact. The mailing was sent to statewide home economics, early childhood and related leaders/organizations and confirmed presenters. The CCCECE newsletter

editor was shipped 200 copies.

- Conference workshop facilitators, leaders and general session presenters and tour arrangements were confirmed. The project director for the C/HE State Advisory Committee was asked to coordinate participation of committee members facilitating workshops and presiding at sessions. Conference programs and folders were designed and ordered.
- Requests for special meetings/requirements were negotiated with the hotel and restaurant. These included a C/HE State Advisory Committee breakfast, Child Development Committee dinner, MiniGrant Writing post conference workshop, Mentor Teacher Project and CCCECE Catalyst Training workshops.
- Six innovation award recipients rather than the proposed five, were selected from the applications submitted. Because of the close results, it was decided to give Honorable Mention recognition to the remaining four.
- Kaleidoscopes were ordered. The Innovative Recognition Award plates were engraved. Honorable Mention plaques were prepared.
- San Francisco local transportation companies were contacted, prices and schedules were negotiated. Contracts were signed.
- The evaluation approach and appropriate forms were designed and approved by the Evaluation chairperson.
- Advance registrations were processed and confirmed. Packets were prepared and advance registration lists distributed.
- Guarantees were given to the hotel, restaurant, tour sites and bus company.
- Conference work schedules, staffing requirements and other details to insure a smooth operation were planned and distributed.
- A final planning meeting was held with the Sales and Catering managers to review the detailed schedule, meeting room and banquet set-up, AV orders; reconfirm meal guarantees; bus loading and unloading assembly area and obtain a list of participants registered in guest rooms. The list was carefully verified. This was important since meeting room charges were based on the house count. There was a large discrepancy of those registered but not credited to the conference. Project staff with the authority to negotiate with the hotel were identified. Close contact was maintained with hotel/ restaurant managers throughout the conference. This included signing catering bills after each function.
- A final planning and training meeting was held with the HEPDC, CCCECE liaison and workshop facilitators. Facilitators guidelines are shown as Appendix H.
- Tours, conference sessions, special events were implemented and evaluated.
- A post-conference debriefing meeting was held with the HEPDC to assess conference effectiveness and recommendations for improvement and advise on strategies and

modifications for remaining project activities.

- Evaluations, Abstracts and Subject Area session reports were compiled and edited for distribution. Abstracts are included in Appendix I.
- Conference follow-up activities were completed including thank you letters to presenters, facilitators, events chairpersons, contributors of table favors for the banquet, etc.
- A December COMPENDIUM highlighting the conference and the Innovative Award programs/activities was distributed to the target audiences previously listed.

MiniGrant Training and Technical Assistance:

- The project subcontractor served as a MiniGrant review panelist in July of 1991.
- Problems with MiniGrant projects and the poor level of those screened for funding was given intensive review by the project monitor, director and subcontractor.
- Nonfunded projects and rating sheets were screened to identify common weaknesses. Guidelines for the Grant Writing Post Conference Workshop were developed to provide hands-on assistance to local college CHE project directors.
- Four regional workshops were cosponsored with Gender Equity/Single Parent which had also experienced a low level of success with mini-grant funding. The subcontractor prepared materials to augment those developed for the post conference workshop in cooperation with the project monitor. Four workshops were scheduled and completed: Orange County, San Fernando Valley, Coalinga and Sacramento. The project shared the cost for meeting facilities. A minority of pre-registrants were CHE instructors. Consequently, the subcontractor did not participate in the two northern workshops.
- Individual assistance and counseling was provided as requested through the InService Curriculum Development project until the Center was funded.

InfoNet:

- Data on use, frequency, problems/obstacles was collected to the best of the ability of the system and the historic records from the date of inception of InfoNet as a CHE telecommunications system. Hard data available was limited. Modesto Junior College and especially the liaison, Sandy Bucknell and the administrative secretary, Kerri Visser logged users and frequency at appropriate intervals. Close attention was paid following meetings of leaders who had access to InfoNet, e.g. C/HE State Advisory Committee, HEPDC and the workshops held in conjunction with the statewide conference and guideline announcements featured in COMPENDIUM. These data were provided to the project monitor and director. Concerns over cost effectiveness with the low level of

users, the number of individuals who "floated on and off" and the number trained and or provided with modems by other projects were discussed with the Modesto Junior College contacts.

- Capability to utilize the system was monitored with the HEPDC. Although additional members went on line throughout the year, it did not achieve 100%.
- InfoNet was maintained throughout the project year. Modesto opted to dedicate a portion of the agreement fee, $3,040, to an 800 number. The secretary indicated that improved frequency among users. There is no hard data to support that premise.
- The project continued to support the wage for the administrative secretary and incidental expenses throughout the year. These costs were minimal.

Task Force:

- The project director surveyed 107 community colleges requesting their minimum qualifications for home economics and related subject areas, specified by TOP code. A majority had adopted the Academic Senate recommendations, unique qualifications were reviewed.
- When the project was amended at the request of the COCCC and approved by the COCCC, the time-line for the Program Plan Revision Task Force became dependent upon the funding of the Center. However, it was also logical to coordinate the two activities, since each project specified different objects for the revision.
- Revision Task Force Facilitators were identified prior to the fall conference to provide continuity and follow-through for identifying minimum qualifications and interdisciplinary review. Each made a commitment to continue the responsibility.
- Tentative dates for the Task Force to meet in January were identified and mailed to facilitators and members of each group. These were changed when the Center was not funded. Finally when the Center was funded, there was little alternative. The Task Force had to be convened by April or colleges would be into graduation and the end of the Spring semester. The only dates which a majority could attend were in late April. This still conflicted with some spring breaks.
- Facilitators were oriented to the process and the expected outcomes for each day and provided with resource information, including the minimum qualifications responses, to augment advance mailings and the packets.
- The Task Force packets and the schedule (Shown as Appendix G) were prepared. Participation was excellent. A total of 43 participants and three project staff attended. Members are included in Appendix G. Participants represented the cross-section of representation specified. The process of having two computers and staff on-site to input revisions as they were generated moved things quickly. At the end of two days, all recommended revisions were inputted to computer disk.

- The project director edited all sections to determine consistency and worked with the project computer administrator to provide draft copy for review by Task Force members and others who had indicated their willingness to review the draft. The response deadlines were: June 24 comments to the appropriate Facilitator, June 30 compiled revisions from the Facilitator to the Center for final review and edit.
- The Revised Program Plan and Directory will be published and mailed through the Center project no later than September 15, 1992.
- Directory revisions were constant and ongoing and incorporated into all activities and meetings. InfoNet Bulletin Board and COMPENDIUM repeatedly announced the need to review, correct and submit the college directory page(s).

FOLLOW-UP ACTIVITIES

COMPENDIUM: develop, publish and distribute by September 15.

RATIONALE: there is no provision in the Center project to produce an August/September COMPENDIUM to promote understanding and use of the Revised Program Plan and the elements included in the Center project. Explanation and encouragement to key community college professionals are essential to the acceptance and endorsement of the Plan.

INFONET: maintain minimum operation assistance through August. Operation interruption is indicated to have a negative effect on the telecommunications system utilization. Although it is not anticipated that there will be major traffic, the system will respond to local college needs for rapid, convenient and multiple communications throughout the summer.

SCHEDULE OF MAJOR ACTIVITIES

	JUN	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
Plan project strategy, review existing data, & reports & summarize for HEPDC	X											
Select replacements for retiring HEPDC	X											
Assess current status/staffing of InfoNet	X											
Confirm conference presenters/workshops/ tours and design promotional package	X	———	X									
Survey colleges/districts to identify and recognize innovative practices			X	———	X							
Convene HEPDC and Task Force (Task Force met in April only)			X		X						X	
Produce and Distribute *COMPENDIUM*			X					X				X
Process conference/workshops/tours registrations				X	X							
Conduct and evaluate conference, Program Plan subject area workshops, InfoNet training and grant writing workshops/technical assistance					X	X						
Provide CHE MiniGrant technical assistance and training						X	———	———	X			
Monitor InfoNet progress/growth/training priorities. Schedule training					X	———	———	———	———	———	X	
Appoint Program Plan Task Force members and prepare packets & resource materials								X	———	———	X	
Edit Program Plan & Directory & distribute to colleges/districts through Center Project											X	X
Prepare & distribute progress and final reports to COCCC, HEPDC and other committees			X			X			X			X
Evaluate project & activities	X	———	———	———	———	———	———	———	———	———	———	X
Attend (2) Project Directors Workshops as scheduled by COCCC		X									X	

DISSEMINATION

Information about the project and all activities was distributed extensively statewide and to target audiences. Multiple forms of dissemination were utilized: COMPENDIUM, the statewide CHE newsletter; InfoNet; communication with influential individuals, organizations including the COCCC and committees including those most directly committed and involved, e.g. HEPDC, C/HE State Advisory Committee, CCCECE and through these individual members to regional/area consortia and committees. Committee members endorsed and implemented a policy to keep communication flowing to their constituencies – both geographical and subject specific.

COMPENDIUM was distributed to 1700 to 2000 individuals depending on the focus of the issue. CCCECE reached their membership of about 200 with conference preplanning and results. Allied organizations were provided with information on activities/events.

Although the adage that "you can tell too much" may seem relevant to some, it was not the posture assumed by this project. This was definitely a case of MORE IS BETTER.

The final report will be distributed to the COCCC, ERIC and to current and new HEPDC members and to major project participants.

EVALUATION

Close and continuous evaluation characterized the project from initial funding through transition and amendment to completion. A management partnership was developed between the project director and monitor with the subcontractor and other implementers. Each step was guided by assessment of what the priority was for local college staff development and program improvement. In order to be this responsive, formative evaluation needed to be systematic and in place. This was very much in evidence as activities were altered, schedules were changed and ultimately an urgent need at the local college level not being met because of delayed funding of the Center project, was addressed through project alteration at the suggestion and with the approval of the COCCC and recommended by the HEPDC.

The HEPDC was the major participant in formative and summative evaluation and had the wisdom to make valid decisions based on need and the flexibility to recommend project modification. Other participants adopted this same posture. Most specifically the Modesto Junior College InfoNet team and the C/HE State Advisory Committee, which, although they did not oversee project implementation, endorsed and supported changes.

Project activities were evaluated to provide a base to guide future project implementation and recommendations. Participants in activities were given multiple opportunities to express their views: conference attendees were provided forms for their written comments and assessment, could be subjects for enrichment interviews and could express their candid opinions to the many "planners" who were available and open to listen to positive or negative reactions. Task Force members, InfoNet users, facilitators, presenters were all presented with the same options. Many took advantage of this open climate.

All evaluation data were synthesized, summarized and circulated to the decision makers. All comments were given careful consideration, none were discounted for being too insignificant. This approach to evaluation methods and treatment of evaluation data has resulted in a reputation for quality in inservice and curriculum development activities for CHE projects. Detailed evaluation summaries are shown as Appendix C in this report.

OBSERVATIONS AND RECOMMENDATIONS

The CHE InService/Curriculum Development Project success resulted from the commitment and dedication of many individuals and groups statewide. Through the inspirational leadership of Marjorie Chitwood, the support of Mt. San Antonio College and the cooperative partnership developed with the project monitor Peggy Olivier, commitment was developed statewide.

KALEIDOSCOPIC VIEWS and the recognition and endorsement of changing patterns, attitudes, shapes and colors characterized the involvement of the prime movers for the project, the HEPDC. Their ownership for the project made vision a reality. Their guidance caused effective action.

The involvement of the CCCECE, C/HE State Advisory Committee, the InfoNet team and other support agencies added impetus to the aggressiveness of activities. And, most of all, participants as conferees, task force members, readers of COMPENDIUM, users of InfoNet shaped the project into a responsive, relevant mode.

To improve what is done in the future, past experiences should be acknowledged. The following observations and recommendations are offered with that in mind.

- Designing a continuum of focus for statewide CHE professional development projects as has been characteristic over the past several years enhances development and gives a commonality and progression for individual and program achievement which should continue, i.e. the preplanned themes of PARTNERSHIPS, LEADERSHIP and KALEIDOSCOPIC VIEWS addressed the progression and readiness of the target audiences. They gained momentum and were ready and eager to take the next giant challenge.

- The combined CCC CHE/ECE statewide conference is a positive collaboration which should be fostered, developed and expanded to achieve a common forum for professionals concerned about individual and family values. To preserve and further this goal, it is important to make sure that those involved in the leadership and planning are fully apprised of past procedures and policies, become active partners in the total conference and feel a part of the whole.

- Lead time for effective conference planning, participation of volunteers and promotion should be a minimum of six to eight months. The October conference was planned and implemented between mid-June and October – many months when college staff are not available. As a result, although the performance of the volunteers was exemplary, paid staff performed many functions which might have been assumed by volunteers. This made the October conference very labor intensive. However, it should be noted that CCCECE believed that their request for a combined conference would not be implemented until the fall of 1992. That organization also was impacted by insufficient lead time.

- Subject area sessions are vital to conference participants and should be given priority consideration in conference planning.

- Networking opportunities are an essential ingredient of any activity which should be facilitated in all planned meetings which involve peer groups.

- Meeting locations which provide a "retreat like setting" stimulate participation, thoughtful interchange and visionary outcomes. Negotiating a package for weekend rates for families before or after a conference further enhances the draw and the residual effects of reflection, exhilaration and renewal.

- Saturday sessions, regardless of their effectiveness, draw few participants and need careful up-front evaluation.

- Linkages and involvement with other committees, agencies and groups are a strong alliance which unifies efforts and promotes common purposes. This was exhibited through the active participation of the C/HE State Advisory Committee in all project activities and the resource of individual members, and especially those from business/ industry.

- Statewide communication needs continued attention to guarantee that effectiveness and reception is relevant. COMPENDIUM, InfoNet and other forms of statewide communication must be constantly reviewed to make sure that distribution systems are reaching and are friendly to target audiences.

- InfoNet, to become a flexible, convenient, urgent and immediate cost effective communication system, needs continued development and emphasis and commitment from a larger audience. A COCCC commitment to make InfoNet the statewide

vocational education telecommunication system would enhance CHE utilization.

- Registration fees should be maintained at a reasonable level to encourage participation, especially when funding for conference support is limited. However, the minimum fee of $100 charged for the 1989 and the 1991 statewide conferences relied heavily on project support. Conferences need to become more self-sustaining and support more expenses through registration fees. Without this policy, the valuable resource of statewide interaction, inspiration and motivation may not continue unless there is a federally funded subsidizing project.

Color

Shape

Pattern

Form

Brilliance

Reflection

Apendixes Index

A HEPDC Members
B Conference Participants List
C Conference Evaluation
D Innovations Summary
E InfoNet Flyer
F Task Force Facilitators Training
G Task Force Members & Schedules
H Conference Facilitator Guidelines
I Conference Abstracts and Subject Area Summaries
J Innovation Recognition Application

3 Issues of Compendium (attached)

APPENDIX A

HOME ECONOMICS PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE

Diane Bower
Monterey Peninsula College

Richard A. Chard
Orange Coast College

Marjorie Chitwood
Mt. San Antonio College

Betty Clamp
Ohlone College

Nina Dilbeck
California State University, Fresno

Barbara Gershman
Saddleback College

Barbara Macci
Imperial Valley College

Lucille Milani
Merced College

Peggy Olivier
Chancellor's Office, CCC

Paula Rene
Mt. San Antonio College

Vincent Wong
Diable Valley College

Emilie Duggan-Zouhar
Grossmont College

Ex Officio:
Monica Anderson
Mt. San Antonio College

Shirley McGillicuddy
Shirley McGillicuddy & Associates

APPENDIX B

Home Economics Conference Participants

Number of Individuals (Includes Registrants & Presenters) 168
Number of Colleges represented 73
Number of College Districts represented 2
Number of Universities represented 2
State of California Departments/Agencies represented 2
Number of Business/Industry represented 7
Number of Guests 4

Allan Hancock College
Hayes, Edda M.
Sherwood, Kathy
Varni, Candia

American River College
Meyer, Laurine
Rader, Marion C.

Antelope Valley College
Kelso, Mary L.
Minet, Dr. Selma

Bakersfield College
Gullam, Jacqueline E.
Parmley, Marcy (student)*

Butte College
Babler, Cheryl
Cavis, Linda

CSU, Fresno
Dilbeck, Nina J.

Cabrillo College
Biancalana, Clair
Dorhuber, Rosbeth
Hoffman, Eric*
Keyser, Janis
Warshaw, Mary

Cal Poly State University
Trow, Ruby L.

Calif. State Dept. of Ed.
Brown, Lynette
Smithberger, Mary*
Roefs, Violet

Canada College
Crockett, Julia
Eyer, Diane*

Canyons, College of the
Stewart, Diane M. *(Saturday)
Waller, Joan

Cerro Coso College
Peterson, Robin

Chabot College
Nattinger, Peyton*

Chaffey College
Hardie, Sandy
Marino, Penny
Sterba, Jo Ann

Chancellor's Office CCC
Berger, Lucy
Olivier, Peggy
Perry, Kimberly* (Thursday)
Stanley, Dr. Pat*

Columbia College
Appleton, Jackie

Community Care Licensing
Hopper, Jim*

Cosumnes River College
Lehman, Craig
Smith, Carolyn
Violett, Linn

Child Care Coordinating Council
of San Mateo Co. Inc.
Petsche, Mary*

Cuesta College
Bailey, Lorraine
Collier, Margaret

Cuyamaca College
Zink, Kristin A.

DeAnza College
Burson, Kathleen*
Chesler, Paul*
Lopez-Morgan, Christina*
(Friday)

Diablo Valley College
Ida, Rick
Wong, Vincent

East Los Angeles College
De Groves, Sally
Dixon, Dorothy
D'Martinez, Renee
Norman, Mary V.
Ozuna, Margaret C.

El Camino College
Franklin, Laura*
Husmann, Ann

Evergreen Valley College
Grimm, Barbara
Thomas, Aris

Fresno City College
Stone, Carol

Fullerton College
Green, Patricia
Titus, Karen

Gavilan College
Cleave, Jeanne
Segal, Dr. Marietta

Glendale College
Shaw, Frances F.
Wang, Yei Mei

Grossmont College
Courtney, Mary M.
DeWolf, Sheridan
Duggan-Zouhar, Emilie
Hubbard, Dr. Mary
Price, Lucy
Robertson, Cathie

Hartnell College
Davey, Linda

HeartWork Group
Osta, Kathleen*

House of Fabrics
Johnson, Reva

Imperial Valley College
Macci, Barbara

*complimentary

Institute for the Future
Donzelli, Jill*

L.A. Airport Marriott Hotel
Puma-Velasco, Nelson

Long Beach City College
Liggett, Nancy
Miller, Lynne

Los Angeles Mission College
Cantrell, Eloise
Godwin, Annabelle
Lampart, Sandra
McClain, Doris G.
Silvers, Sally K.
Silvers, Donald, Guest

Los Angeles Trade Tech.
Hunt, Karen

McGillicuddy & Associates
Johnson, John
McGillicuddy, Shirley
Smith, Sharon S.

Mendocino College
Walker, Penny (No Show)

Merced College
Hauser, Deanna
King, Deanna
Mensinger, Sue
Milani, Lucille

Mira Costa College
Ramirez, Sylvia*

Mission College
Patton, Jane*

Modesto Junior College
Bucknell, Sandy
Dutton, Ann
Galloway, Julia
Kline, Bobbie
Mendenhall, Gary
Ogawa, Sy
Visser, Kerri*
Wirth, Diane

Monterey Peninsula College
Bower, Diane
Nelson, Mary E.
Pentony, Jacqueline

Moorpark College
Cravens, Linda

Mt. San Antonio College
Chitwood, Marjorie
Cohn, Jean
Diederichs, Melanie
Gerecke, Katie
Henry, Janette
Morris, Karlene
Theisen Norene, Elizabeth

Mt. San Jacinto College
Botts, Kathy

Ohlone College
Burri, Barbara
Carr, Colleen M.
Clamp, Bety

Orange Coast College
Chard, Richard A.
Chard, Sharon, Guest
Counts, Suzanne
Mogan, Patricia J.

Oxnard College
Lupton, Jeri

Rancho Santiago College
Conrad, Karen
Guzman, Gloria
Morgan-Beazell, Gwen
Reynolds, Carol W.

Redwoods, College of the
Smith, Betty W.
Wold, Christie

Saddleback College
Gershman, Barbara

San Diego CCD
Cheeseman, William

San Diego CCD Cont. Ed.
Howe, Marjorie A.

San Diego Mesa College
Holland, Sandra
Lowe, Karen

San Francisco City College
Devine, Joanne*

San Joaquin Delta College
Hill, Dr. Hazel
Oak, Clair
Thomas, Carol L.

San Mateo, College of
Sonner, Grace, Guest

Santa Barbara City College
Kuster, Cecelia
Sharpe, Carl

Santa Monica College
McLaughlin, Regina (No Show)

Santa Rosa College
Gordon, Joel

Sequoias, College of
Caughron, Deborah

Shasta College
Bailey, Terry
Bosworth, Joan

Sierra College
Dendinger, Clare
Hiner, Ann
Hogans, Esther L.
Kelley, Roselene
Ownes, Shalita

Siskiyous, College of
Olson, Charlotte
Olson, Vance, Guest

Solano College
Bishop, Carol
Castles, Janie
Moscovitch, Maureen

Staff Development Institute
Phillips, Lois*

State of California
Guiton, Dr. Bonnie*

Taft College
Dragoo, Leslie

Ventura College
True, Betty

Victor Valley College
Eccleston, Joanne

West Hills College
Kraft, Pat

West Valley College
Camarena, Judity
Lewis, Nancy
Pirofski, Dr. Florence

Yuba College
Fredell, Penny
Retzer, Babs
Sims, Kay

*complimentary

Kaleidoscopic Views
CCC CHE/ECE Conference
October 16–19, 1991 • San Francisco Airport

APPENDIX C

EVALUATION

Please take a few minutes to complete this evaluation before leaving the conference. Your views are important and will be used to plan future inservice and related activities. Thanks!

Days Attended: (Please check appropriate response)

❑ Full Conference ❑ Friday/Saturday ❑ Saturday Only ❑ Other (Please indicate day/days): _____

Area of Specialization: (Please check appropriate response)

❑ Life Management ❑ Interiors ❑ Nutrition/Foods ❑ Other (please list) _____
❑ Fashion ❑ Life Span/ECE ❑ Generalist

Please check appropriate ratings:	**Excellent**	**Adequate**	**Disappointing**
General Sessions: Bonnie Guiton			
Kathleen Osta			
Pat Stanley			
Jill Donzelli			
Lois Phillips			

COMMENTS:

Thursday Workshops: (Please rate only those workshops which you attended.)			
Gender			
Vision			
InfoNet			
Limited English			
Immigrant			
Culture			

COMMENTS:

SPECIAL EVENTS:	**Excellent**	**Adequate**	**Disappointing**
Tours: Fashion			
Interiors			
Life Span/ECE			
Nutrition/Food			

Nite Cap (NATDs)			
MiniGrant Writing Workshop			

COMMENTS:

...over please

Please check appropriate ratings:	Excellent	Adequate	Disappointing
ECE Workshops: (Please rate only those workshops which you attended.)			
Three Outreach Models			
Infants and Toddlers: SDE Video Series			
Curriculum Workshop			
BAFA BAFA			
ECE Membership Meeting			
Colloquium for Child Development Center Supervisors			
Reflecting Diversity			

COMMENTS:

Overall Conference Planning & Future Recommendations

Mix of General Sessions, Subject Area, Workshops, Tours:
COMMENTS:

- ❑ Good
- ❑ Add More
  (Specify) _____

Subject Area Sessions (Opportunities to meet with your subject area peers):
COMMENTS:

- ❑ Good
- ❑ Add More
  (Specify) _____

Combination CCC HE/ECE Conference:

- ❑ Repeat
- ❑ Hold Separate Meeting
- ❑ No Opinion

Please consider the following suggestions for future planning:

Length of Conference:

- ❑ 2-1/2 day
- ❑ 2 day
- ❑ 1 day

Timing

- ❑ Fall, Month _____
- ❑ Spring, Month _____

Schedule:

- ❑ One Statewide
- ❑ Two – North/South
- ❑ Regional Workshops

Location:

- ❑ Airport location is important
- ❑ Consider retreat setting
- ❑ Check into the following site: (Please list site by name, location & contact person if known):

_____

_____

Other Comments & Suggestions:

_____

_____

If you would like to serve on the Home Economics Program Plan Task Force (travel and expenses covered by project), please list your name, college and telephone below:

_____ ( )

NAME **COLLEGE** **TELEPHONE**

Thanks for taking the time to complete this evaluation. Please leave it with the meeting monitor or at the Registration Table before you leave the conference.

EVALUATION SUMMARY

	No. Responding	Excellent	Adequate	Disappointing
GENERAL SESSIONS:				
Bonnie Guiton	48	23 (48.0%)	22 (45.8%)	3 (6.2%)
Kathleen Osta	58	52 (89.0%)	5 (8.6%)	1 (1.7)
Pat Stanley	59	50 (84.7%)	9 (15.3%)	
Jill Donzelli	54	12 (22.2%)	30 (55.6%)	12 (22.2%)
Lois Phillips	59	33 (61.1%)	19 (35.2%)	2 (3.7%)
THURSDAY WORKSHOPS:				
Gender	24	18 (75.0%)	4 (16.7%)	2 (8.3%)
Vision	41	37 (90.2%)	3 (7.3%)	1 (2.4%)
InfoNet	20	13 (65.0%)	4 (20.0%)	3 (15.0%)
Limited English	17	13 (76.5%)	3 (17.6%)	1 (5.4%)
Immigrant	6	4 (66.7%)	2 (33.3%)	
Culture	29	12 (41.4%)	8 (27.6%)	9 (31.0%)
SPECIAL EVENTS:				
Tours:				
Fashion	13	12 (92.3%)	1 (7.7%)	
Interiors	3	3 (100%)		
LifeSpan/ECE	8	7 (87.5%)	1 (12.5%)	
Nutrition/Foods	12	12 (100%)		
Nite Cap (NATDs)	32	5 (15.6%)	15 (46.9%)	12 (37.5%)
MiniGrant Writing	22	18 (81.8%)	4 (18.2%)	

ECE WORKSHOPS:

Three Outreach Models	15	14 (93.3%)	1 (6.7%)
Infants and Toddlers SDE Video Series	17	16 (94.1%)	1 (5.9%)
Curriculum Workshop	12	12 (100%)	
BAFA BAFA	7	7 (100%)	
ECE Membership Meeting	15	12 (80.0%)	3 (20.0%)
Colloquium for CDC Supervisors	4	4 (100%)	
Reflecting Diversity	9	8 (88.9%)	1 (11.1%)

OVERALL CONFERENCE PLANNING AND FUTURE RECOMMENDATIONS

Mix of General Sessions, Subject Area, Workshops, Tours:

No. Responding: 64	Good:	60 (93.75%)
	Add More:	4 (6.25%)

Subject Area Sessions (Opportunities to meet with your subject area peers):

No. Responding 59	Good	52 (88.1%)
	Add More:	7 (11.9%)

Combination CCC HE/ECE Conference:

No. Responding: 63	Repeat:	40 (63.5%)
	Hold Separately:	8 (12.7%)
	No Opinion:	15 (23.8%)

Please consider the following suggestions for future planning:

No. Responding: 68	Length of Conference:	
	2 1/2 day:	40 (58.8%)
	2 day:	28 (41.2%)
	1 day:	0

Timing:

No. Responding: 64	Fall:	47 (73.4%)
	Spring:	17 (26.6%)

Schedule:

No. Responding: 66	One Statewide:	52 (78.8%)
	2, North/South:	9 (13.5%)
	Regional Workshops:	5 (7.6%)

Location:

No. Responding: 58	Airport:	39 (67.2%)
	Retreat setting:	19 (32.8%)

No. of Participants Completing Evaluation Forms: 77

Attendance		**Participants' Areas of Specialization**		
Full Conference:	50	Life Span/ECE:	31	+(5)
Two Day, Friday/Saturday:	14	Fashion:	9	+(4)
Saturday Only:	0	Interiors:	4	+(3)
Other:	13	Life Management:	6	+(5)
Wednesday/Thursday	2	Nutrition/Foods:	10	+(7)
Thursday	1	Generalist:	3	+(3)
Thursday/Friday	3	Other:(Voc Ed Administrator)	1	
Thurs/Fri/Sat	2	Dual/Multiple Specialization:	13	
Friday	5	in +() above		

COMMENTS:

GENERAL SESSIONS:

Leave time at lunches and dinners to network, learn and visit with our colleagues; most speakers were outstanding, well prepared, appropriate for conference topics; too bad room and tables were so crowded for final program; very positive and upbeat, just the turn around I needed!; leave time for networking, no speaker at lunch time; the flow of ideas from speaker to speaker was great; well informed, stimulating.

Bonnie Guiton

Bonnie was supportive and interesting; good but stick to subject; seemed unorganized; down to earth, had heart; great woman, mediocre message; appropriate beginning, one friend in the government for us.

Kathleen Osta

I missed Kathleen Osta, what a loss for me-I hope everyone else enjoyed her!; good visuals; wonderfully conceptual, big picture approach; beautiful; had some repeat of Granlibakken, still thoroughly enjoyed it; could listen and learn from her forever.

Pat Stanley

Always excellent; thorough, class!; important.

Jill Donzelli

Would have loved to read her speech myself; all the data just flew by too quickly to digest; as beautiful as the slides were, several of us commented that we could not see the slides from where we sat; too fast, too many statistics-not enough real life examples; not enough focus on culture and class diversity; good up-to-date statistics; good information, too much too fast; ignored diversity; Jill gave good statistics but was not a real dynamic speaker; less effective in delivery, would have helped to have had handouts and greater emphasis on key points; needed handouts, too many statistics to enjoy; didn't address teen pregnancies, those below 15 are one of our largest populations; didn't address specific ethnic populations, very dry and repetitive information-we already knew most of this, should have focused on community college agenda; wish she had given handouts, too much too fast, not keyed enough to real life; very important information, some thought her dull, but we needed that type of material and it was very straight forward,

no frills!; would have been nice to have handouts with all the statistical data; frustrating, a handout to follow the presentation would have been helpful and to speak slower and louder, maybe less information more in depth.

Lois Phillips

Challenging!; good information but too tired to listen; a rushed session, not terribly new information; redundant of Kathleen Osta, same handout and each took credit; good workable ideas; remarkable; great handouts; too vague and general, really enjoyed presentation on values, group dynamics.

THURSDAY WORKSHOPS:

Wonderful selection of topics and speakers; had opportunities to also hear from other attendees of common concerns on their areas; exposure to some new ideas and action steps; provided useful information.

Gender

Rick raised excellent points in dealing with society's gender inequities; need more specifics.

Vision

Excellent; Kathleen was challenging and thought provoking. Excellent participant involvement.

InfoNet

Lack of overhead screen.

Limited English

Excellent; liked the interaction of groups; excellent participation by participants.

Immigrant

Culture

Read notes to much; very disappointing; what a waste of potential!; use a person of ethnicity; wanted some hands on information on how to deal with difficult cultures; wish she had done more on cross cultural communication, I am ready for more specifics; couldn't even remember this one; more participation by audience; suggest a more relevant multicultural speaker, Minty Palmer-Brown with the State Department of Education would be good, has relevant life experience (2 people), optional speaker Dr. Gail Christopher who wrote the book Anchors for the Innocent, 1991, a lovely black woman from Chicago who believes in whole family participation when enrolling and assisting preschool children.

SPECIAL EVENTS:

Tours

Lifespan/ECE: interesting; mostly the content was adults talking to us, would have liked more action but it was very useful; did not come up for tours as did not sound that interesting.

Nutrition/Foods: we need more of these; great diversity, terrific; are always great, improve our classroom credibility; missed this.

Nite Cap (NATD's)
Facility made it difficult to hear more than 2-3 people; not enough room; it was too noisy (4 people); great idea but poor location, should have met in a meeting room with sundaes and beverages; fun but could not hear; didn't work out but that's okay, good social time, sundaes a great idea; location not quiet enough for total group participation; working in small groups was great, ice cream was good idea; wonderful for networking; although would have been good to hear, it was nice for the networking done in the informal atmosphere; disappointing only because of the location; wish we could have heard each other, ice cream was a nice touch; too noisy an area for communicating thoughts; went to room and didn't come back down--no casual clothes so in p.j.'s!-not knowing the area I didn't go out shopping or dinner-didn't network or link up with others, guess I need to be more outgoing and try and join groups; a bit difficult to hear but fun and informative; food good but teaching ideas disappointing; good idea for nitecap but inadequate location, very difficult to hear and feel part of the group; should have had a large room.
MiniGrant Writing Workshop
Don't ask us what we "want" to do at the end-I wandered, but later joined a group that sounded interesting, which was, but it was the same information by a different person; excellent use of time!; we should continue this general and specific assistance with grant writing; we need it since we don't get it on our campuses; so needed and thorough; clear agenda, but rushed--too much information too fast; helped to clarify points; informative and to the point; renegotiate!

ECE WORKSHOPS:
I like the mix of choices of meetings and so many good choices, hope some will return next year; I go home full and refreshed; more information needed in the registration packets on conference content, topics etc. known ahead of time; couldn't stay for Saturday with limited budget and other commitments.
Three Outreach Models
The presenters techniques and ability to hold audience was great as well as the content--new stuff.
Infants and Toddlers
Fine.
Curriculum Workshop
Excellent, great exchange!
BAFA BAFA
ECE Membership Meeting
Stimulating!; meeting moves too quickly over topics many of us may need more background on (felt it was just rush through the items on the agenda with little explanation), please try to bring those of us on the fringes of issues (perhaps due to our college's location) into the fold; need more time for meeting; went well.
Colloquium for CDC Supervisors
Best!

Reflecting Diversity
Information presented so helpful in all my endeavors as a head teacher in the lab program as well as instructing college students for future teaching skills; wonderful presentation absolutely applicable, most useful of conference.

OVERALL CONFERENCE PLANNING AND FUTURE RECOMMENDATIONS:
Mix of Sessions
Inspired, renewed; add tours in middle; good mix, good breaks; stimulating, dealt with timely issues, great speakers; coordination of activities was excellent, facilities were outstanding; add more tours; we only received information on the CCC-ECE part of the programs, it would have helped members outside of the Home Economics community to know the content of the entire conference; those in the know talk to each other and to the group using AB-SB#'s and initials of groups leaving many of us in the dark; good mix, finally some adequate subject matter time; nice to have three subject area times; nice that you added more subject areas; still need more time to network, relax, and absorb information; good selection of breakout sessions; tours are great option, good variety, liked the Thursday night off, morning walks and nite cap to round out the full, informative and inspiring program; excellent opportunity; Thursday much, much too heavy, eight hours--intermix with tours; more subject specific topics in workshops; more hands on workshops in specific areas; looked good, I'm sorry I missed so much; excellent tour to Stanford; tour was excellent and subject area good, I could have used more of each; great food, location, well planned tours; wonderful hotel, organization, sharing, food, services, thanks for the lift; well done conference, was very smoothly run.
Subject Area Sessions
Great!; add more teaching strategies; not enough time; should have had a stronger Thursday morning session leader in Foods/Nutrition so that not all the time was spent on only one topic; time frame is too short, we just got started and had to stop, brainstorming takes time, what there was, was great!; very important; very beneficial, Life Management has grown!; well done, good opportunity for dialogue, as usual needed more time; great!; first Friday session too short to do what was asked; always nice; fine balance; the pre-brochure didn't sound interesting but I came anyway and they were much better than the written description; was very disappointed in this meeting, feel there is a very distinct "in" group that separates itself which is unfortunate since this is the group which can be most responsive and helpful to ECE programs throughout the California system; prefer 1 1/2 hour session, one hour too short for an important time together; we could always use more time together; great; wonderful, valuable, supportive, Vincent and Lucille were great; time to talk about specific problems in this area to do planning and brainstorming, this time was good but I see a need for more in the future; super to have two sessions, time to express concerns and share information, Carol Thomas great facilitator; provided good interaction of positive and negative aspects of changes that are occurring in CCC; was pleasantly

surprised by the spirit of cooperation and task orientating at each group meeting, very productive sessions makes me so proud of my colleagues; finally had enough time, keep format; liked three breakout sessions; no less than this; needed more time; more hands-on workshops in specific areas; fabulous, appreciate spending time with colleagues; problem with being a generalist is that I am unable to see everything, sessions I attended were so good I couldn't leave them to attend another area; very helpful; excellent, best at any conference, great to have advisory person there, good to have three sessions with three facilitators; maybe plan scheduled open room discussions, chance to network with others in informal sharing--could have done Thursday afternoon as the amount of food already consumed made dinner definitely optional.

Combination CCC HE/ECE Conferences

Need to continue to encourage ECE to remain part of Home Economics; integrate ECE from the beginning for colleges in rural California and those who travel so far, there has to be more at the same time; hold separate meetings as we have so much to do and no time to waste; saved dollars; Friday lunch offered opportunity to sit with ECE participants, was enjoyable contact, combining in conference aides in communication opportunities; separation only will work against us, too much as it is; the more we understand each other, the better; ok to combine except with the child development all concentrated at the end defeats the purpose, it should be throughout the conference to accommodate different schedules; every other year combined meeting.

Suggestions for future planning

Length of Conference

2 1/2 day with one day on the weekend; two day, avoid class days and nights, schedule Friday and Saturday or Saturday and half day on Sunday; two days for ECE; make use of weekends so we don't have to miss so many classes;

Timing

October-34, early November-3, February-3, March-10, April-6, May-1, September -2. Either; as is; Fall is busier but better for funding; not so close to NAEYC; not near Spring break.

Schedule

Alternate one statewide and two-north/south every other year.

Location

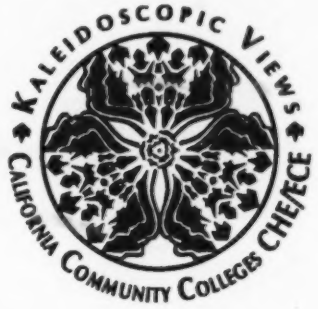
When in this area, this site was excellent; this was excellent; inexpensive airport, not Sacramento; Catalina Island; all choices would be appropriate; airport important to some; San Luis Obispo Embassy Suites; present location is excellent; Casa de Maria, Santa Barbara; hotel accommodations and atmosphere more important than location, this hotel was excellent; tours are great, need big city setting for the variety; this was fine, I'm central and would like it there, but then everyone would need to travel; San Diego; retreat would be fine also; airport is convenient; Asilomar; central coast, i.e. San Luis Obispo, enjoyed SF setting; this hotel was like a retreat.

Other Comments/Suggestions

Program was confusing, needs to be simplified; good conference; great!; very professionally done; excellent conference; had a wonderful time; too long, had to choose between Wednesday and Saturday, would like to have tours within main body of conference; I thought this was a great conference, well planned and certainly well implemented; outstanding conference; we have got to address the minimum qualifications issue in an organized manner as a full body statewide; in foods and nutrition perhaps we should have more dialogue with industry and potential employers; enjoyed this just as much as Granlibakken; not being on the Child Development Committee, I felt I had wasted Friday night since almost all those staying were at the dinner meeting--this is my time to network and find out what is going on at other campuses and I would appreciate having these "selective" activities scheduled at other times so that it would be worth my time to come and stay; while the workshop sessions were good, I didn't feel they were personally important--should there be a suggested list of topics from faculty of all colleges?; attention to details very nice, outstanding job!; off year a retreat is an excellent idea if offered approximately every three years; people can be attentive, polite and focused for only a certain number of hours; great conference; thank you for a stimulating conference; excellent total program--bay walk to kaleidoscopes; conference facilities were wonderful, food excellent, all was organized so well--typical of Shirley McGillicuddy, she is the best!; more time needed for flexibility, food was excellent, great accommodations; schedule more time for difficult issues such as the budget/grant writing workshop, less on multicultural issues, we are also ready for ideas to be written down and mailed to us if possible; well done--thanks!

Facilities

Very nice location and good food; this hotel was fabulous!; hotel facilities great, the breakfast and hospitality hours and physical set up of these helped contribute to networking; terrific hotel and price; hotel, room, service, atrium area all very nice; the hotel-food service and accommodations-was outstanding!; hotel was great, liked having breakfast included, liked the walk in the morning; improve hotel relations--cold rooms, tepid coffee at breaks-because it really was wonderful over all; visually this was a beautiful conference, good facility; the site was outstanding, the best ever; thanks, it was great; the hotel was great, room was great, food was great, wish I brought my swim suit as I hear pool was also great; remind us to bring our bathing suits!



KALEIDOSCOPIC VIEWS

INNOVATIONS IN COMMUNITY COLLEGE HOME ECONOMICS PROGRAMS

Summary of Fall 1991 Entries

Kaleidoscope – Anything that constantly changes as in color and pattern.

Innovation Recognition Selection Committee:

Emilie Duggan-Zouhar, Chair
Barbara Gershman, Summary of Recognition Applications
Dick Chard
Nina Dilbeck
Peggy Olivier

KALEIDOSCOPIC VIEWS

INNOVATIONS IN COMMUNITY COLLEGE HOME ECONOMICS PROGRAMS

KALEIDOSCOPE - "Anything that constantly changes as in color and pattern."

EARTHDAY EVENTS
(Support Program/Services Linkages)
Allan Hancock College
Candia Varni
Phone: (805) 922-6966 x3243

For the past two years the Home Economics program has provided the facility and the coordinator's time to plan week long educational activities during the week preceding Earthday. The program worked with many grassroots community groups such as the Earthday Coalition, People for the Nipomo Dunes, Sierra Club, and Friends of North County, as well as city and county government officials. A workshop was held for elementary school teachers to provide them with environmental education curriculum. Over 2000 people attended the Earthfest. The coalition was influential in initiating a city recycling program. The Earthday Coalition has now expanded to offer year round activities with the Home Economics facility as the base of operations.

L'ART DANS LA MODE - AN EXHIBITION AND SYMPOSIUM IN WEARABLE ART
(Program Plan Implementation)
Chaffey Community College
Penny B. Marino
Phone: (714) 941-2612

The Fashion Design program coordinated the first interdisciplinary wearable art exhibition and symposium in collaboration with the museum gallery and the art, photography and broadcasting departments. The six week juried exhibition in the campus gallery featured 40 leading artists and designers of apparel, jewelry, hats, shoes, masks and costumes from the western United States. A series of lectures featured interdisciplinary panels of professionals and faculty speaking on "the design process", methods and materials, the relationship between the arts, and cross disciplinary employment in wearable art. The Fashion and Art departments also offered simultaneous credit courses in wearable art, fashion illustration, draping and mixed media. Of particular value to the fashion majors was the exposure to professional applications of art mediums to textiles, and an appreciation of the creative processes of the artists. The successful interaction of four departments on campus has led to other projects for 1992.

NANNY SUPPORT NETWORK
(Support Program/Services Linkages)
Grossmont Community College
Cathie Robertson
Phone: (619) 465-1700

The professional nanny occupation is a relatively new phenomenon in the United States. There are many problems inherent in working in such an intimate situation. A support group/ support network was set up in order to help students and former students learn about on-the-job problems of the professional nanny and how to develop needed coping skills. Former students returned as mentors to meet twice monthly. The discussions, questions and mentoring has been helpful to all involved. Nannies new to the field have a greater sense of confidence and those who return have deeper appreciation for their own skills and professionalism. The group has made suggestions to the International Nanny Association and as a result the INA printed brochures which were actually developed by the Grossmont College Nanny Support Network.

FUTURE TEACHERS INSTITUTE
(Recruitment/Enrollment of New Populations & Program Plan Implementation)
Los Angeles Mission College
Eloise Cantrell
Phone: (818) 364-7625

Because of a teacher shortage in elementary bilingual classrooms there was an incentive to develop a system to enhance success of bilingual teaching assistants continuing into the teacher CSUN credential program. A career ladder program was developed and articulated with CSUN and UCLA for complete transfer including recommendations for statewide Certification licensing for teacher assistants and/or para-educators. Currently 153 participants will be given guaranteed entry into CSUN upon completion of the liberal studies plan E or Child Development major transfer program with a bilingual emphasis. The project has involved the L.A. Unified School District, CSUN, L.A. Mission College, State Dept. of Education, L.A. County Dept. of Education, teacher assistants in bilingual classrooms, and community advisory members.

NUTRITION EDUCATION - EXERCISE SCIENCE/ WELLNESS CENTER LINKAGE

(Support Program/ Services Linkages)
Mt. San Antonio College
Stella Miller
Phone: (714) 594-5611, Ext. 4683

With the planning and Fall 1990 opening of a campus Exercise Science/ Wellness Center, the Home Economics Department wanted to be involved to insure accurate Nutrition information would be disseminated from the Center. Department members worked with Center staff to develop 5 short term classes in Food/Nutrition emphasizing healthy food choices and preparation processes. A semester length consumer nutrition course was also segmented into 3 short-term components. Upon completion of all 3 components students will earn credit for the full semester course which does meet General Education requirements for graduation. Many benefits have resulted from the linkage formed with the Center including the opportunity to provide sound nutritional guidance on many different levels.

PROGRAM PLAN IMPLEMENTATION UTILIZING INTERDISCIPLINARY RESOURCES

(Support Program/ Services Linkages)
Mt. San Antonio College
Karlene E. Morris
Phone: (714) 594-5611 Ext.4685

Better articulation with the Architecture Department was identified as a major goal among the Interior Design faculty after reviewing the program plan. The faculty of both departments met for a series of meetings in which mutual goals, objectives, student needs, professional requirements, course content, and staffing problems were discussed. Many positive actions resulted from this interdisciplinary relationship. Some architectural course outlines were revised to better meet needs of Interior Design majors. Interior Design classes are now being taught in the Architecture classroom allowing expansion of class offerings due to more room availability and a sharing of equipment and supplies. Architecture majors now elect Interior Design classes. And, a new full-time shared faculty member was just hired who is an Interior Design major with strong architectural skills.

SUPERVISED OBSERVATION/ PRACTICUM IN THE COMMUNITY
(Recruitment/ Enrollment of New Populations)
Mt. San Antonio College
Katie Gerecke
Phone: (714) 594-5611 Ext. 4632

Many Early Childhood Development students were unable to enroll in the course providing direct practice with children because of work conflicts. Through a contract agreement between Mt. SAC and Pomona Unified School District, an afternoon Head Start class was located on campus and a Saturday morning practicum session was set up on a public school site. These actions resulted in a choice of morning, afternoon or Saturday lab time to accomodate ECD students' work schedules and has boosted enrollment. There is also closer communication and cooperation between the ECD program at Mt. SAC and the Pomona Children's Center Program. Mt. SAC student parents can now take advantage of 3 types of programs for their children.

COMPUTER FASHION DESIGN
(Program Plan Implementation)
Rancho Santiago College
Karen Conrad
Phone: (714) 564-6842

The Fashion Program Industry Advisory Committee of various size companies recommended that the Fashion Design Program include industry applicable computer learning training. Much research and preparation led to the set up of 3 stations and three software packages including design, pattern, grading and marking. Course assignments have been developed for classes in Pattern Design, Illustration, Sketching, Draping, Advanced Pattern, Advanced Draping, and Apparel Line Production. In addition, a new Fashion Program - Computer Fashion Design Option Degree was developed. In helping to market and share new technology an inservice meeting on computers was held for all high school teachers in Home Economics in the Santa Ana, Garden Grove, Orange and Tustin Districts.

CHE HISPANIC COMMUNITY OUTREACH PROGRAM

(Recruitment/ Enrollment of New Populations)
Saddleback College
Ruth Jacobson/ Margaret Gritton
Phone: (714) 582-4949/ 582-4548

Although the district serves a middle to high income population, there are pockets of high density, low income Hispanic residents. The college was seeking to meet the needs of these non-English speaking individuals who often feel unprepared for general college work. For three years Saddleback College has offered a series of 6 consumer homemaking education workshops for members of this Hispanic community living in San Juan Capistrano. The 6 workshops, taught by a bilingual consultant who is a graduate of the college's Nutrition Program, focused on expanding participants' knowledge and helping them to live more economically. The workshops were free and held in a local elementary school while children of the participants were involved in after-school tutoring. All of the full-time Consumer & Family Resources Department faculty were involved in this project.

FASHION MERCHANDISING PROGRAM - BUSINESS PARTNERSHIP

(Program Plan Implementation)
Yuba College
Don Ferraiuolo
Phone: (916) 741-6766

An annual college survey revealed high community interest in the development of a new fashion merchandising program. An instructor from the Family and Consumer Studies Department received a grant from the Chancellor's Office to work in business for 1 year. While she worked in Interior Design and department stores acquiring hands-on experience in fashion display, promotion, buying, selling and merchandising, she also created a Fashion Merchandising Certificate program. Permanent working relationships with local business people have been established and an ongoing link has been created at the new Mall. Management at J.C. Penney, Gottschalks and the Mall are interested in maintaining a work experience program and offering courses at the Mall.

INFONET TRAINING

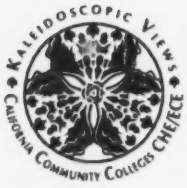
April 22, 2:00 p.m. to 4:00 p.m.
Red Lion Inn, Orange County

Hands On Help For

- New Users
- Drop-out Users
- Reluctant Users

CALL for reservations:
Kerri Visser (209) 577-3796
John Johnson (818) 355-5310

Register, log on twice and from then on access the Toll Free 800 number!



CHE Inservice Project
671 Chaparral Road
Sierra Madre, CA 91024

Please Rush to Addressee
Dated Information ...

APPENDIX F

California Community College Home Economics Program Plan Revision Task Force

Facilitators Guidelines

Specific tasks have been identified for each day the Task Force meets to review and recommend revision of the Program Plan. These are:

Thursday, April 23

- Verify and/or expand interdisciplinary courses or incorporation of interdisciplinary instruction into existing curriculum.
- Relevance of education/training to industry needs.
- Provide input to a professional/trade organization directory section for the Plan.

Friday, April 24

- Refine and complete work of first day.
- Incorporate guidelines for minimum qualifications for instructional staff.

Determine appropriate and consistent placement of minimum qualifications in each program area section.

Resource professionals will be available to assist with this process. Thursday, business/industry members of the State Consumer/Home Economics Advisory Committee and community college faculty from other disciplines, e.g. business, will provide valuable input. These individuals will not be present on Friday.

Friday's Task Force members will be from education including the State Department of Education, four-year colleges/universities and community colleges. Your group may include some new members on Friday. It will be important for them and for other group members to recap Thursday's recommendations and unresolved issues.

Facilitator's Responsibility

- Review the expectations and time schedule for each small group session. Make sure anticipated outcomes are clear and the group buys in.
- Establish procedures which are comfortable for all group members. Agree to some ground rules.
- Keep discussion on track and focused. A flip chart is available to record discussions.
- Ensure that each group member has an equal opportunity to participate.

- Color coded* work sheets are available for each Task Force group. As a work sheet is completed, please give it to Kerri or John to produce hard copy for review. They will have computers and a printer available.
- Plan 5 to 10 minutes at the end of each segment to summarize your group's recommendations for reporting to the large group.
- Make sure one task is completed before moving to the next.
- At the close of each day, agree to any follow-up activities/responsibilities for group members, e.g. editorial review.
- Record follow-up action, individual(s) responsible and deadline.
- Before leaving, turn in all work sheets and important notes/recommendations.

Thanks for your commitment and support!

***Color Codes:**

Grey	Mission, Articulation, InfoNet, Glossary
Lavender	Fashion
Blue	Interiors
Pink	Life Management
Yellow	Life Span
Green	Nutrition/Food

APPENDIX G

PROGRAM PLAN REVISION TASK FORCE

Project Monitor: Peggy Olivier, Chancellor's Office/CCC
Project Director: Margie Chitwood, Mt. San Antonio College

Interdisciplinary Resource
Richard Chard, Orange Coast College (did not attend)
Bob Farris, Business Division, Mt. San Antonio College
Sheila Feichtner, FMW Associates
Helen Orth, Cultural Diversity, Mt. San Antonio College
Tony Valdez, Small Business Dev. Center, Mt. San Antonio College
Randy Wilson, General Ed./Basic Skills, Mt. San Antonio College

Mission/Articulation/InfoNet
Facilitator: Sandy Bucknell, Modesto Junior College
Lucy Berger, Chancellor's Office, CCC
Nina Dilbeck, California State University, Fresno
Janice DeBenedetti, State Department of Education
Cheryl Bockhold, State Department of Education (alternate)
Sharon Smith, Project Consultant
Ruby Trow, California State Polytechnic Univ., Pomona

Fashion
Facilitator: Lucille Milani, Merced College
Colleen Carr, Ohlone College
Karen Conrad, Rancho Santiago College
Reva Johnson, House of Fabrics (did not attend)
Carol Stone, Fresno City College
Vincent Wong, Diablo Valley College

Interiors
Facilitator: Diane Bower, Monterey Peninsula College
Susan Coleman, Orange Coast College
Penny Marino, Chaffey College
Laurine Meyer, American River College
Judith Rand, Judith Rand Interiors
Karen Titus, Fullerton College

Life Management
Facilitator: Marilyn Ambrose, CSU Chico
Nancy Dolton, Quail Run Elder Care
Joann Driggers, Mt. San Antonio College
Mary Hubbard, Grossmont College
Paula Rene, Mt. San Antonio College
Kay Sims, Yuba College

Lifespan
Facilitator: Roselene Kelley, Sierra College
Lucy Berger, Chancellor's Office/CCC
Katie Gerecke, Mt. San Antonio College
Mary Norman, East Los Angeles College
Cathie Robertson, Grossmont College
Joan Waller, College of the Canyons

Nutrition/Foods
Facilitator: Barbara Gershman, Saddleback College
William Cheeseman, San Diego CCD
Betty Clamp, Ohlone College
Nelson Puma-Velasco, Los Angeles Marriott Hotel
Joann Sterba, Chaffey College
Carol Thomas, San Joaquin Delta College

Project Staff
John Johnson, Shirley McGillicuddy & Associates
Shirley McGillicuddy, Shirley McGillicuddy & Associates
Kerri Visser, InfoNet

CALIFORNIA COMMUNITY COLLEGE HOME ECONOMICS PROGRAM PLAN REVISION TASK FORCE MEETING

Thursday, April 23, 1992 • Red Lion Hotel, Orange County Airport

FOCUS: Program Plan review to verify and/or expand interdisciplinary courses or incorporation of interdisciplinary instruction into existing curriculum, relevance of education/training to industry needs, related organizations which may be a valuable resource.

PARTICIPANTS: Business/industry and interdisciplinary representatives in addition to community college, secondary and four-year college/university home economics and related subject area educators.

SCHEDULE

9:00 a.m.	Continental Breakfast
9:30 a.m.	Welcome and Introductions
	Orientation to Process and Expected Outcomes
10:00 a.m.	Presentations from Interdisciplinary Faculty
	(Disciplines which affect all five program areas.)
10:30 a.m.	Schedule/Plan of Work: Six Specific Groups
10:45 a.m.	Break
11:00 a.m.	Small Group Working Session
12:00 noon	Lunch
1:00 p.m.	Large Group: Clarification Discussion
1:15 p.m.	Small Group Working Session
3:00 p.m.	Break
3:15 p.m.	Large Group: Small Group Reports and Consensus Discussion
4:15 p.m.	Recap
4:30 p.m.	Adjourn

CALIFORNIA COMMUNITY COLLEGE HOME ECONOMICS PROGRAM PLAN REVISION TASK FORCE MEETING

Friday, April 24, 1992 • Red Lion Hotel, Orange County Airport

FOCUS: Program Plan review and revision to incorporate Minimum Qualification Guidelines for Instructional Staff and refinement and completion of all sections of the Program Plan.

PARTICIPANTS: Community college, secondary and four-year college/university home economics and related subject area representatives.

SCHEDULE

8:30 a.m.	Continental Breakfast
9:00 a.m.	Definition of Task and Expected Outcomes Philosophical Discussion: Minimum Qualifications Guidelines for Instructional Staff as a Program Plan Component
9:30 a.m.	Schedule/Plan of Work: Six Specific Groups Review and Refine Product from First Day
10:45 a.m.	Break
11:00 a.m.	Small Group Working Session: Minimum Qualifications Guidelines for Instructional Staff
12:00 noon	Lunch
1:00 p.m.	Large Group Consensus: Treatment and Placement of Minimum Qualifications Guidelines
1:30 p.m.	Small Group Working Session: Strategies for Dissemination and Field Review Completion of Working Forms
2:00 p.m.	Large Group: Small Group Reports and Consensus Discussion
2:45 p.m.	Follow-up Action and Responsibilities
3:00 p.m.	Adjourn

APPENDIX H

Kaleidoscopic Views
CCC HE/ECE Conference
October 16-19, 1991

Facilitators for Subject Matter Workshops

Thursday, October 17 – 9:35-10:35 a.m. – Session I
Strategies and Implications for Subject Areas in Response to Dr. Bonnie Guiton, Wednesday Banquet Keynoter and Kathleen Osta, Thursday General Session.

	Co-Facilitators	
	Statewide Advisory Committee/Industry	**HEPDC (all attended Granlibakken retreat)**
Fashion	Reva Johnson	Lucille Milani
Interiors		Diane Bower
Life Management	Ruby Trow	Emilie Duggan-Zouhar
Life Span	Mary Petsche	Barbara Macci
Nutrition & Food	Nelson-Puma Velasco	Betty Clamp

Thursday, October 17 – 9:00-10:00 p.m. – Nite Cap (Sundaes/Fruit)
Informal NATD (Non-Astounding Teaching Device) sharing, based on CGT technique. Participants will receive background information with confirmation.
Co-Facilitators: Pat Mogan, Kay Sims

Friday, October 18 – 9:35-10:35 a.m. – Session V
Program Plan revisions for Subject Areas with particular focus on minimum instructor qualifications guidelines and interdisciplinary courses. Facilitators will be invited to serve on Program Plan Task Force which will be convened after the Center for Home Economics Project has been funded.

	Co-Facilitators	
	Statewide Advisory Committee/Education	**Experienced Program Plan Task Force Representatives**
Fashion	Karen Conrad	Colleen Carr
Interiors*	Margie Chitwood	Karen Titus
Life Management*	Eloise Cantrell	Hazel Hill
Life Span	Rick Ida	Roselene Kelly
Nutrition & Food	Christina Wold *(not confirmed)*	Carol Thomas

Friday, October 18 – 10:50 a.m.-12:05 p.m.– Session VI
Subject area curriculum, teaching strategies, instructional resource modifications/directions for diverse populations based on Thursday workshops, Pat Stanley's Thursday luncheon presentation and Jill Donzelli's Friday general session presentation.
(Note: There will be no Life Span session to avoid a conflict with the ECE scheduled workshops.)

	Round Table Discussion Leaders
Fashion	Vincent Wong
Interiors*	Diane Bower
Life Management*	Emilie Duggan-Zouhar / Ann Daluiso
Nutrition & Food	Barbara Gershman

**Interior and Life Management to share room.*

Subject Area Facilitator Guidelines

1. Establish the focus for discussion. Each of the three subject area session address different issues as described below:

   Session I – Strategies and Implications for Subject Areas in Response to Dr. Bonnie Guiton, Wednesday Banquet Keynoter and Kathleen Osta, Thursday General Session.

   Session V – Program Plan revisions for Subject Areas with particular focus on minimum instructor qualifications guidelines and interdisciplinary courses.

   Session VI – Subject area curriculum, teaching strategies, instructional resource modifications/directions for diverse populations based on Thursday workshops, Pat Stanley's Thursday luncheon presentation and Jill Donzelli's Friday general session presentation.

   If the session discussion responds to a specific speaker(s), spend a few minutes discussing the issues/trends established.

2. Establish ground rules to ensure all individuals have an opportunity to be heard and no one individual is allowed to dominate discussion.

3. Appoint a recorder to summarize discussion consensus and outcomes (a form will be provided).

4. Keep the discussion on track. Remind participants there are three subject area sessions which should provide ample opportunity to explore a wide range of subject area concerns.

5. Adhere to the time schedule firmly. Allow five (5) minutes at the end of the session to summarize consensus and outcomes and recommendations for Program Plan revisions (pertain to Friday's sessions especially).

NOTE: If participants or a subgroup wish to explore in depth particular concerns, suggest they meet at other times, e.g. breakfast, lunch or free evening.

APPENDIX I

Title: California Visions for Vocational Education
General Session Speaker, Pat Stanley

Date: October 17, 1991

Objectives: To present an update on the "State of the State" in terms of vocational education with comment on goals to meet needs of the future in California.

Abstract: The mission for the community college segment of postsecondary education states that vocational education is equal to transfer; the mission for vocational education in California, which was agreed upon by all stakeholders in 1988, is to "enhance the personal and economic well-being of individuals and to develop human resources which contribute to the economic development of the state." What could be more important than helping students reach their educational goals, improving the quality of their lives by giving them skills and to provide for themselves and their families, and while doing so, make a positive contribution to the economy of California? In addressing the California Vision for Vocational Education, I will organize my remarks around the following two points:

1. Things have changed, are changing and will continue to change. These changes include: new clients to serve, new directions from the federal government for vocational education and new labor market needs.

2. To address these changes, vocational educators need to join forces with our colleagues in education, business/industry and other governmental agencies to be successful educational leaders. Coordination, communication, networking and collaboration are key aspects of the leadership style vocational educators should consider.

Conclusion: With some refocusing, vocational educators in California have all the attributes needed to provide the leadership required to become the more important element in the economic development of the state and to change the quality of life for California's growing and changing population.

Pat Stanley
Person Completing Form

Title:	The Future of the American Family
Date:	October 17, 1991
Abstract:	Friday morning's keynote speaker, Jill Donzelli, made a slide and lecture presentation of an analysis of statistical trends and projections regarding families and children. Single and blended families, divorce, birthrates by age, socio-economic class, income, education, SAT scores, etc. were covered. Her content was relevant to what is currently being taught and the populations being served. She showed excellent, colorful slides and gave good examples. Although time did not permit questions, the presentation was helpful in preparing for the future.
Provision for Serving Special Populations:	This workshop addressed the needs of Disadvantaged, Limited English Proficiency, Single Parent and Adults needing Training/Retraining.
Assessment:	Very Effective.

Joan Waller
Person Completing Form

Title:	Immigrant Voices: Pursuing The American Dream
Date:	October 17, 1991
Objectives:	Identify key results from interviews with immigrant students newly legalized under the Immigration Reform & Control Act of 1986. Discuss strategies and programs that vocational educators can utilize to effectively serve this immigrant population.
Abstract:	This session describes immigrant adults newly legalized under the Immigrant Reform and Control Act (IRCA) of 1986. 150 "New Californians" were interviewed by the Amnesty Education Outreach Project to assess the immigrants' experiences, needs and dreams for themselves and their children. The interviews provide first-hand information on how well this group of immigrants are able to participate in California's society and economy. Copies of the study will be distributed. The presenter will lead participants in a "hands on" exercise to identify how existing programs conserve this population and areas of future needs.
Provision for Serving Special Populations:	This workshop addressed the needs of Limited English Proficient students.

Sylvia Ramirez
Person Completing Form

Title:	A Kaleidoscope of Ideas for Cultural Pluralism
Date:	October 17, 1991
Abstract:	Faculty members in today's community colleges are challenged in ways that they have never before been challenged. Today's students represent a wider ethnic and linguistic mixture than has been seen before in higher education. The workforce of today has also changed its color, so educators preparing students for the world of work need to consider the kinds of people who will comprise their work environment. In this presentation, there were examples from Mission College's program of Cultural Pluralism of ways that a college can be responsive to these challenges. At Mission College in Santa Clara, an attempt has been made to include multicultural content and teaching strategies across the curriculum. Workshop attendees heard reactions from various instructors at this college to its Cultural Pluralism program. Resources were shared and ideas for where to begin were suggested.
Provision for Serving Special Populations:	This workshop addressed the needs of Limited English Proficiency, Promotion of Gender Equity and Adults needing Training/Retraining. It presented ideas for incorporating cultural pluralism into all curriculum, looking at different teaching/learning styles and trying to correct match. Discussion was held on the awareness of difference between diversity of community college students and a lack of diversity among faculty and the need to retrain staff because of this.
Assessment:	Very Effective. Explanation for Rating: Speaker was very knowledgeable – good general interest. Wish she had more "home ec" examples but she gave us the background to develop.

Lucille Milani
Person Completing Form

Title:	Limited English Proficient Students: Strategies & Techniques for Modifying Instruction
Date:	October 17, 1991
Abstract:	Exploration of models for handling ESL students, including: 1) Supplementation Model – traditional, current approach where students are mainstreamed into regular courses. Disadvantages include needs for extensive support, training and funding; assumption that students have high level of English proficiency. 2) Transitional Model – students are prepared for mainstreamed vocational classes through special courses, bridging ESL and vocational training. Support can include buddy system, peer tutors, bilingual students as aides. 3) Concurrent Model – comprehensive, integrated, intense. Vocational skills are taught using English and support in student's native language. Accelerates language learning because of relevancy. Leads to student retention and completion of educational goals plus job readiness. Choice of models depends on resources and staffing. Need to emphasize sub-technical language, not just technical vocabulary. Students' difficulties are with descriptive terms and confusion over usage, patterns – examples, words that sound the same but are spelled differently. "Clustered" ESL classes for example for health professions is one approach to handle sub-technical language. Importance of variety of instructional methods. Examples include: Cooperative learning activities for involvement, repetition Label reading is a language activity Let students help each other Testing: Test the content, not just the language. Test banks may be 2-3 grades above text level – "elitist" language Low difficulty to High: demo, true-false, multiple choice, fill-in, short answers, essay – as Highest – especially written English. Lectures: think about sub-technical language and usage. Don't assume anything. Resources: variety available. Learn models used for other subject areas.
Provision for Serving Special Populations:	This workshop addressed the needs of Limited English Proficiency. The entire presentation and workshop was designed to assist vocational education instructors and administrators to better meet the needs of LEP students. The workshop involved small group activities to interpret and apply concepts. All attendees expressed the need for learning strategies to deal with LEP students because of dramatic, current changes in student populations at their community colleges. There was a high degree of involvement in the topic by all participants in the workshop. Most seemed to gain specific concepts and applications as well as inspiration. Laura Franklin was an excellent presenter.
Assessment:	Very Effective. Explanation for Rating: There was a high degree of involvement in the topic by all participants. Most seemed to gain specific concepts and applications as well as inspiration. Laura Franklyn was an excellent presenter.
Recommendations for Future Sessions:	Follow-up workshops would be helpful, showing implementation of concepts presented. Resources should be gathered for sharing and distribution.

Barbara Gershman
Person Completing Form

Title: "Do I Know What I Mean?"
Speaker: Kathleen Osta, HearWork Group

Date: October 17, 1991

Abstract: Content included:

- Hero Experiment (individual and small group activity)
- Remembering Values (individual assessment)
- VIP (individual activity and group discussion)
- Overcoming Barriers to Values Realization (interactive activity)
- Awareness of Mental Models

Assessment: Very Effective. Explanation for Rating: Effectiveness was heightened by audience participation, individually and in small groups. Kathleen made the presentation personal and global. Exercises were easy but introspective. Presentation was applicable to everyone. Information was given to take back home that has the potential for department and school growth. Everyone was attentive and participating.

Nina Dilbeck
Person Completing Form

Title:	Genderalities: Recruiting Males into Programs
Date:	October 17, 1991
Objectives:	The objective of this workshop was for conferees to be able to become sensitive to the implications surrounding areas such as recruiting/hiring tendencies, rationale, prejudices and employment and classroom conflicts which many males face in Home Economics.
Abstract:	Our past experiences affect our perceptions and actions so we need to be aware of our own prejudices and biases. We must be committed to success for both genders. We must be aware of how we interact with both sexes. We need to understand individuality and broader horizons. Ways to market our program to males: 1. Visit high schools, take male students or have male teachers visit. Visit the sports department of high schools. 2. Inform counselors and then serve as a mentor to students. Have prospective male students talk to other male students. 3. Be honest about the obstacles that men may face, i.e. people questioning why they are entering this field. 4. Give salary ranges (be positive), what they can do in the field over the long term. 5. Encourage 2 + 2 agreements.
Provision for Serving Special Populations:	This workshop addressed the needs of Gender Equity and Adults needing Training/Retraining. Discussion included male/female role models and strategies to be gender free. Topics also included Setting Up for Success and Fathering in the 90s.
Assessment:	Very Effective. Explanation for Rating: Rick Ida's personal experiences provided a background to "genderalities." The discussion included strategies to take back for immediate use.
Suggestions for Future Sessions:	Panel discussion (both male and female) on what works.

Peggy Olivier, Aris Thomas & Deanna Hauser
Person Completing Form

Title:	InfoNet – New/Refresher Training
Date:	October 17, 1991
Objectives:	To introduce CHE Telecommunications Network. To demonstrate basic features of the system and registration process.
Abstract:	Thursday's InfoNet Training workshop included an introduction of the CHE Telecommunications Network to demonstrate basic features of the system and the registration process, and necessary equipment for access. Discussion included Electronic Mail and News and Information Areas – ways the system can be used to improve/facilitate communication. There was an informal exchange of ideas and personal experiences at the end of the presentation, and I was able to answer questions throughout. Since most participants were aware of InfoNet but had specific questions about their campus' situation, we were able to clear up misconceptions about the network.
Assessment:	Very Effective. Explanation for Rating: I felt that participants left enthusiastic about our Network and the possibilities. They gained adequate skills to become beginning users.

Kerri Visser
Person Completing Form

Title: BAFA BAFA – A Cross Culture Simulation

Date: October 18, 1991

Objectives: Enhance teaching and learning in culturally diverse classrooms; promote cultural diversity within organizations; understand and respond to the needs of different racial and ethnic groups.

Abstract: Bafa'Bafa', a cross-culture simulation exercise is designed for administrators, faculty and students who are in situation which require an understanding of another culture. At least two hours are needed to complete the exercise. A discussion will follow for those who wish to continue to share ideas.

Bafa'Bafa' is designed to help participants understand how stereotypes of other cultures get formed and perpetuated. In a real life situation, such stereotypes make it difficult for people to work and learn together effectively. Unlike life, however, the simulation gives participants an opportunity to analyze and discuss how such stereotypes are formed as well as methods for overcoming their negative effects.

Some of the benefits of using Bafa'Bafa' include: enhancing teaching and learning in a culturally diverse classroom environment; promoting and managing cultural diversity within organizations; managing and preventing incidents of racial and ethnic conflict; and understanding and responding to the needs of different racial and ethnic groups.

C. A. Lopez-Morgan
Person Completing Form

Title:	ECE Workshop: Three Outreach Models
Date:	October 18, 1991
Objectives:	Discussion of three community college/community agency models for collaboration of services.
Abstract:	This represents only San Mateo County view. We will discuss our "partnership" activities that have directly related to new curriculum in ECE. Topics include: infant care, special needs, school-age issues, numerous co-sponsoring activities to enrich child care community and family day care.
Provision for Serving Special Populations:	This workshop addressed the needs of Handicapped and Adults needing Training/Retraining.

Diane Eyer
Person Completing Form

Title:	Curriculum Workshop: Health, Safety, Nutrition & The Special Needs Child
Date:	October 18, 1991
Objectives:	To acquaint ECE instructors with what other colleges are doing in the courses addressing health, safety and nutrition and the special needs child.
Abstract:	A panel of representatives will share with the participants what they are doing in their Health, Safety, Nutrition and Special Needs Child courses. The panel presentation will be followed by participants sharing with each other about the classes/programs offered at their particular schools. Participants will be exposed to new ideas in curriculum development in those two areas and will benefit by the sharing experience with colleagues.
Provision for Serving Special Populations:	The workshop addressed the needs of: Disabled. This workshop helps instructors in developing curriculum addressing the needs of the child with special needs with emphasis on the child in the early childhood years.

Carol Sharpe
Person Completing Form

Subject Area Session Summary

Subject Area: Fashion
Session Number 1, Thursday

We need to maintain relevance through active, vital advisory committees. Suggestions for ways to make this happen: have "area" advisory committees so the same industry representatives don't have to give the same recommendations to multiple community colleges; have advisory members "teach" a class session and give assignment and grade it to gain a sense of our students; we need to have statewide lists for suggested industry people.

Discussion also centered around using the interdisciplinary approach whenever possible, especially with Business and Art. Attract new students by offering regular classes in Friday, Saturday format (alternate times). Instructors could share knowledge specialties by teaching weekend or summer classes at sister colleges (or distant ones). Advertise these special offerings so other instructors could upgrade skills. Comparison of computer software available was also discussed.

Program Plan Revision Recommendations:
Include computer literacy as a requirement (especially spreadsheet). Update alterations class by expanding to include custom fitting and entrepreneur components to content and title.

Facilitators:
Reva Johnson, Lucille Milani

Recorder:
Lucille Milani

Subject Area Session Summary

Subject Area: Fashion
Session Number 5, Friday

Three Issues were discussed:

1. Equivalencies for part time instructor hires:
   a. Teaching experience or special training – perhaps as course offered by the community college for industry teachers; evaluation.
   b. Currency of experience; documentation of experience.
   c. Level of experience – above entry level jobs.
   d. Computer literacy.

2. Related major areas for P-T instructors
   a. Depends on course but suggestions ranged: art, design, graphics, home economics, marketing, business.

3. Related Interdisciplinary courses
   a. Team taught courses and cross referenced:
   Speech/communications, entrepreneurship, buying, merchandising, display, costume/theater/make-up, color & design/illustration.

Program Plan Revision Recommendations:

1. Add details from new state rules on minimum qualifications.
2. Prepare a statement on equivalencies for instructor minimum qualifications.
3. Provide a list of interdisciplinary course recommendations.

Facilitators:
Colleen Carr, Karen Conrad

Recorder:
Colleen Carr

Subject Area Session Summary

Subject Area: Fashion
Session Number 6, Friday

1. Introductions of all participants

2. Vincent announced that as this was the last break-out session of the conference, and the last opportunity for all the fashion programs to be together, it was appropriate that each member have a few minutes to discuss or announce whatever they wished. This would be a good opportunity to receive response on a particular question/issue, to voice an opinion on a subject of interest to the fashion departments, or to make suggestions. This opportunity to speak was to ensure the participation of all members.

3. Each member of the group would have 3 minutes to speak on any subject. Any issue that needed feedback was written on the blackboard for discussion after everyone had had an opportunity to speak.

4. Some issues brought up:

   A. Visual merchandising: several representatives got together at the end of the meeting to share course outlines on visual merchandising.
   B. Names of relevant fashion video tapes were discussed.
   C. Suggestion to distribute a newsletter among the Northern California fashion programs.
   D. Information to be covered in design courses.
   E. Creative ways of teaching; to motivate students.
   F. Information on CAD packages.
   G. The upcoming ITAA conference in San Francisco.

5. Session ended at 12:05 p.m. with everyone excited about the impromptu sharing and general information discussed.

Facilitator:
Vincent Wong

Recorder:
Vincent Wong

Subject Area Session Summary

Subject Area: Life Management
Session Number 1, Thursday

Strategies and Implications for Life Management.
Needs of Re-entry Students: for time, energy management, working management as well as work skills.
Balancing home, work and life.
Shared resources – networking essential for unity of purpose.
There are no failures – mistakes are opportunities.
If viewed as such, Life Management provides strategies for resource use, networking, management.
Life Management provides an application for skills and knowledge learned in all academic and vocational areas. Therefore, relevance to life and work.
Workplace requires thinking, problem solving, decision making, conflict resolving skills (home and career skills).

Program Plan Revision Recommendations:
Statewide Resource books for all community college teachers of Life Management, plus an inservice meeting (for each area).
Get on General Education Committee – Academic Senate.
Innovative time and format frames for teaching Life Management to access class for wider audience.
Center collect group materials to react to, pull best together to share committee tasks.

Facilitators:
Ruby Trow, Emilie Duggan-Zouhar

Recorder:
Sandy Lampert

Subject Area Session Summary

Subject Area: Interiors
Session Number 1, Thursday

Certification
- California Interior Designer
- Lighting Specifier
- Fider

Articulation
Minority-Gender Equity
Instructional Topics:
- Environmental Quality
- CAD
- Lighting

P.T. Instructors

Program Plan Revision Recommendations:
Program Plan needs to address all of the above.

Facilitator:
Diane Bower

Recorder:
Marion Rader

Subject Area Session Summary

Subject Area: Interiors
Session Number 5, Friday

Offering of interdisciplinary courses was endorsed as a means of expanding programs at smaller schools. Departments to consider to develop courses with would-be Art, Business, Drafting, ECE and Computer programs.
Areas that are developing and currently not addressed in the program plan area: Computer Design, New Certification Guidelines and Lighting.
Hiring policies and interpretation of equivalencies was discussed. For the majority a broad view with some experience was being followed.

Program Plan Revision Recommendations:
It was suggested that the Program Plan recommend and develop guidelines for interdisciplinary courses.
Specifically address and add courses in Computer Design and Lighting. Recommendations for software and hardware were suggested.
Carefully address new certification guidelines and requirements strongly suggested.
Endorse that colleges adopt a broad approach to hiring of faculty based on the fact that qualified staff possess broad backgrounds.

Facilitators:
Karen Titus, Marjorie Chitwood

Recorder:
Karen Titus

Subject Area Session Summary

Subject Area: Interiors
Session Number 6, Friday

Topics:

A. Impact of California Certification of interior designers on our curriculum. Consensus that some immediate need for short term courses in codes and barrier free design.

B. Importance of FIDER and accreditation: Consensus that FIDER accreditation may not always be feasible. However, FIDER guidelines are great for curriculum planning.

C. Student Design Club – how to affiliate and organize. Emphasis placed on club rather than affiliation with professional organization. Encourage student to affiliate with professional organizations as student member "at large."

Program Plan Revision Recommendations:
N/A

Facilitator:
Diane Bower

Recorder:
Karlene Morris

Subject Area Session Summary

Subject Area: Life Management
Session Numbers 5 & 6, Friday

How to support the recruitment for future teachers in CHE. Involving graduate students in developing materials.
Textbooks – high cost for students versus workbook type materials which are easier for availability and production.
Need for Life Management to be interdisciplinary – to establish contact and relate to other departments on campus where there is overlap in our class curriculum.
Many ideas were suggested for a group to approach Life Management planning and how to fund this group and methods for planning.
The need to establish priorities and parameters for Life Management was not done and is still needed for another session.
Life Management/Aging attendees to be sent a list of names and addresses by Emilie Duggan-Zouhar.
A lot of frustration on minimum qualifications for this area of teaching.

Program Plan Revision Recommendations:
Request for RFP or RFA Special Project – priority for funding from 1991-92 funds.
Build in certificates in our programs – AA career ladder, especially where these will help in private sector relations and qualifying students for future work.
Special Project – computerize, stylize and design resource manual for statewide use, that will include course outlines.

Facilitators:
Eloise Cantrell, Hazel Hill, Sandy Lampert, Emilie Duggan-Zouhar

Recorder:
Lucy Price

Subject Area Session Summary

Subject Area: Aging
Session Number 6, Friday

Community college instructors shared their programs/courses in aging.
L.A. Mission is working with the Dept. of Social Sciences to have community colleges the responsible agency to give continuing ed. credit to employers of board and care facilities (mandated last Jan.)
Many aging programs are interdisciplinary.
Enrollments are improving. We all need to be doing something with/for the aging population: courses, certificates, seminars, training caregivers.

Program Plan Revision Recommendations:
Institute certificates and/or degree programs.
Community agencies and the aging population are very interested.
We know that aging fits with life span but during task force/program plan revisions we are overwhelmed by child development. Could the possibility of covering this topic along with life management be addressed. The group at this session was often responsible for both areas.

Facilitators:
Emilie Duggan-Zouhar, Sandy Lampert

Recorder:
Emilie Duggan-Zouhar

Subject Area Session Summary

Subject Area: Lifespan
Session Number 5, Friday

Interdisciplinary courses most often available with following departments:

- Art
- Music
- Literature (English)
- Science
- Physical Education
- Sociology
- Psychology
- Education

Concern for qualifications of those who teach these courses. What requirements should be established to provide balance or perspectives from ECE and specific subject area?

Program Plan Revision Recommendations:

1. Let's let some time pass to see about equivalencies on our respective campuses.
2. Turn discussion over to CCC/FCE and Chancellor's Advisory Board.
3. Form a task force to consider the issues raised and form recommendations for Program Plan to be circulated among CD faculty at all colleges.

Facilitators:
Roselene Kelley, Rick Ida

Recorder:
Jamie Castles

Subject Area Session Summary

Subject Area: Nutrition & Foods
Session Number 5, Friday

A. Discussion
   1. There should be more continuity among courses within the program plan.
   2. For smaller schools it is difficult to have complete course work outlined in the P.P.
   3. Will R.D. be able to teach nutrition classes under AB 1725? What about minimum qualifications?
   4. Should nutrition be taken out of Health-Science area?
   5. Should those teachers with R.D., minimum qualifications, or no methods classes be allowed to teach?
   6. Is a CIA (i.e. other private school, cooking, culinary, etc.) graduate qualified to teach nutrition sanitation and other science based classes?

B. Outcomes (for discussion above)
   1. Increase communication to increase continuity.
   2. Combine courses to increase class size for smaller schools.
   3. If R.D. meets minimum qualifications, should be qualified to teach.
   4. Nutrition should be cross-referenced to consumer homemaking education.
   5. R.D., minimum qualifications, etc. should be allowed, but with a suggestion for methods or other teaching techniques emphasized.
   6. Private culinary school graduates should be allowed to teach only those classes they are qualified to teach. Those classes with science emphasis should be taught by educators with science and/or home economics backgrounds. Multi-level talented persons with both theory and practicum should be considered to teach course specific classes.

Program Plan Revision Recommendations:

1. Petition the state academic senate to include the title of Registered Dietitian (R.D.) as one meeting the minimum qualifications to teach nutrition.
2. Petition the state academic senate to cross reference nutrition in consumer homemaking education as well as health sciences.
3. Include an update of international or cultural foods to meet the ethnic diversity of California.
4. Investigate shorter unit classes to meet industry needs for sanitation and counter balance UC and other extension short courses competing for our students.

Facilitators:
Cristina Wold, Carol Thomas

Recorder:
Clare Dendinger

Subject Area Session Summary

Subject Area: Round Table Discussion/Nutrition & Foods
Session Number 6, Friday

1. Many present willing to share "humor" ideas via "round robin" letter.
2. "Futurist" writings (e.g. Faith Popcorn) may provide ideas for meeting consumer needs/wants over next decade – probable video conference on this subject Fall '92 by CSU Long Beach.
3. Continued discussion needed on requiring sanitation courses for food handlers.
4. Discussion of use of "cultural foods" and courses to fulfill campus cultural diversity/pluralism requirements may help implement these.
5. Many useful alternatives to standard lecture techniques exist for nutrition classes.

Program Plan Revision Recommendations:

1. C. Thomas to work with C. Dendinger, E. Cantrell, N. Puma-Velasco et al in approaching legislators (J. Spier or R. Morgan), with input from CRA and ACF, on legislation requiring certification of all food handlers statewide in sanitary techniques.
   - 1-3 credit-equivalent hours courses
   - Employers to be paid
   - Minimum qualification of instructors
   - Key concepts to be included

   Support to be requested from CAHEA, CDA, etc.
2. Include cultural foods courses as choices for campuses needing to fulfill a multi-cultural/cultural pluralism GE/other requirement.

Facilitator:
Barbara Gershman

Recorder:
Carol Reynolds

MT. SAN ANTONIO
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August 23, 1991

To: California Community College Presidents
Instructional & Occupational Deans
Academic Senate Presidents
Staff Development Officers

From: Marjorie Chitwood, Chairperson
Home Economics Professional Development Committee

KALEIDOSCOPIC VIEWS is the theme for the community college Consumer/Home Economics and Early Childhood Educators October 16 - 19 conference and their Innovations Recognition. Kaleidoscope, defined as something that constantly changes as in color, pattern, shape, is appropriate to the conference and recognition focus as well as the new VATEA legislation.

Conference general sessions and workshops will address the vital issues of diversity in student populations and community audiences. Strategies for successful interaction with California's changing student and work force will help prepare home economics and related subject area professionals for the challenges of the 90's.

A Grant Writing Workshop will be available to conference participants. With the new approach to the awarding of Title III B funds on a competitive basis, this training is essential preparation for the development of MiniGrants for future project funding. The Innovations Applications will be summarized for conferees and will be another source for creative projects and activities to be considered for local replication.

Enclosed are the August issue of COMPENDIUM which is filled with conference details, a conference registration form, and the announcement and application for the Home Economics Innovations Recognition. Please encourage your Home Economics and related subject area staff to submit Innovations applications and to register for the conference. Your suggestions of sources for funds available to support conference registration and travel would be helpful to them.

Please accept our apology for the short time-line for conference registration. Unfortunately, project funding determined the publication date for materials. However, conference dates were announced in the May issue of COMPENDIUM, so hopefully attendance has already been scheduled into fall plans. Your support for community college Consumer/Home Economics and Early Childhood Education is appreciated. We look forward to your college participation at the conference and in the Innovations Recognition.

cc: Awards Selection Committee
P. Olivier, P. Stanley, COCCC

ERIC Clearinghouse for
Junior Colleges
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